

# Professional Commitment and Teaching Performance of Teachers: Comparative Study of Contractual and Regular Teachers

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<https://regionallens.com>**Tanzeela Anber**<sup>1</sup> **Fahad Maqbool**<sup>2</sup> **Khalid Saleem**<sup>3</sup>

**Abstract:** The strength of an employee's identification in as well as connection with his/her profession is professional Commitment, which is influenced by Employment status. Employment status means either an employee is working on a contractual or regular basis. The descriptive study at hand is an attempt to compare the Professional Commitment and Teaching Performance of Contractual and Regular Secondary School Teachers in Punjab province, Pakistan. The researcher selected two divisions from Punjab province conveniently, and by further multistage sampling, a total number of 400 Secondary School Teachers (SSTs) were selected as samples. Measurement of Professional Commitment was made by a questionnaire developed by the researchers, whereas the Measurement of Teaching Performance was made by SST's previous session result of 9th grade. The analysis of data revealed that Regular SSTs showed better Teaching Performance than Contractual SSTs, but their Professional Commitment was the same as that of the contractual teachers.

**Key Words:** Employment Status (Contractual and Regular), Professional Commitment, Teaching Performance, Secondary School Teachers (SSTs)

## Introduction

The profession of teaching is of setting the basis of moral and social figures for their active role in society and community life, styling the capabilities and skills of the future workforce, and refining behaviors and personalities. So, without skilled, well-trained, kind, and committed teachers, a well-equipped curriculum, an assessment system, protected schools, and topmost standards of institutions are worthless and can't ensure the preparation of the next generation to meet the upcoming challenges. Thus, the profession of teaching needs commitment and strong willpower (Yildiz, [2017](#)).

Professional commitment refers to an individual's psychological connection and loyalty to their occupation. In the context of teaching, professional commitment includes dedication, eagerness, and a strong sense of concern toward students, colleagues, and the educational institution. Teaching performance is a complex construct that involves various aspects of a teacher's role, including instructional efficiency, classroom management, student assessment, and relationship-building with students and colleagues. Professional commitment is a crucial aspect of the teaching profession, reflecting a teacher's dedication to their duties, their students, and the broader educational goals of society. It represents a deep sense of accountability and ethical behavior, wherein teachers not only impart knowledge but also serve as role models who influence the intellectual and moral development of learners. A professionally committed teacher is passionate about education, maintains high standards, and continuously strives to improve both teaching practices and student outcomes. One of the most important areas of professional commitment is a teacher's commitment to students. This includes ensuring that every student feels safe, respected, and supported in their learning journey. Teachers must recognize and cater to the diverse needs, backgrounds, and abilities of their students. By

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fostering an inclusive situation, they encourage academic excellence, creativity, and personal growth. Their role goes beyond delivering content—they must also nurture critical thinking, ethical behavior, and a lifelong love for learning. Teachers also demonstrate their professionalism through their commitment to the profession itself. This involves upholding the integrity and ethical standards of teaching, participating in professional bodies, and contributing to the advancement of education. It includes advocating for improvements in teaching policies and curriculum and promoting the status and value of the teaching profession in society. Teachers should work not only as individual educators but also as active contributors to the development of their field.

Moreover, teachers have a commitment to society. Education plays a central role in shaping responsible citizens and future leaders. Professionally committed teachers instill values such as honesty, tolerance, social responsibility, and civic duty in their students. They understand that their influence extends beyond the classroom and that their work contributes to national development and societal progress. Despite its importance, professional commitment can be challenged by various factors such as work overload, lack of resources, inadequate training, limited recognition, and bureaucratic constraints. These obstacles can affect teacher motivation and effectiveness. Therefore, it is essential to provide ongoing support through professional development programs, fair working conditions, proper remuneration, and a positive working environment that fosters collaboration and innovation. In short, teacher commitment is about being passionate, responsible, and dedicated to helping students learn and grow.

So, professional commitment is the backbone of effective teaching. It encompasses a teacher's dedication to students, continuous self-improvement, ethical conduct, and active participation in the educational community. When teachers are truly committed, they not only enhance their own careers but also make a profound and lasting impact on the lives of their students and the future of society.

A committed teacher is someone who truly cares about their student's success. They give each student an equal chance to learn and grow and equal support to make sure everyone gets the support they need. This teacher is like a leader in the classroom, organizing activities and helping students become better people. A committed teacher also keeps learning and improving themselves. They want to be the best teacher they can be, so they stay updated on new teaching methods and ideas. They show up on time, work well with others, and are enthusiastic about what they do. These are all important qualities of a committed teacher. When teachers are committed to their job, it shows in their work. They feel proud of (Singh, 2024) what they do, and it makes them feel good about themselves. They also like being part of important decisions, which makes them feel more connected to their school and students. This leads to happier teachers who do an even better job helping their students succeed (Singh, 2024).

The term employment status concerns either a teacher working on a contract basis (temporary job status) or he/she is working as a regular employee (permanent job status). The study at hand is to find out the impact of a teacher's employment status on teachers' professional commitment and teaching performance. Researchers investigated teaching performance in different ways. In Pakistan, teachers are evaluated by their summative examination results, as in the present study.

### **Purpose and Scope of the Study**

In Pakistan, there is a need for quality education, which depends on quality teachers. Researchers are putting their best efforts into determining the important indicators behind the quality of teachers. Qualification, training, certification, aptitude, attitudes, etc., are some indicators of quality teachers, but another important indicator is professional commitment. There are basically two major aspects of the study at hand. Firstly, to analyze the impact of the employment status of secondary school teachers on their teaching performance, and second, to see the impact of employment status on their professional commitment.

### **Research Questions**

- ▶ Is there any significant difference between the professional commitment of contractual Secondary School Teachers (SSTs) and Regular Secondary School Teachers (SSTs)?



- ▶ Is there any significant difference between the Teaching performance of Contractual Secondary School Teachers (SSTs) and Regular Secondary School Teachers (SSTs)?
- ▶ Is there any significant difference between Affective commitment, Continuance commitment, Normative commitment, Creativity, and Professional development of Contractual Secondary School Teachers (SSTs) and Regular Secondary School Teachers (SSTs)?

## Literature Review

Professional commitment is composed of many factors, such as devotion and recognition of that profession's set of norms and aims, teachers' wish to try hard for that profession, and a strong will to keep working with that profession. The efficiency of an educational institution depends on many factors, but the most important is its employees' interaction with administrators, teachers, and students, which are ultimate matters of learning and teaching performance. Professional commitment is considered a result of job satisfaction, so the higher the job satisfaction, the more the professional commitment (Firestone & Rosenblum, [1988](#)).

Teaching is a respected profession that requires dedication and commitment. A good teacher is someone who is passionate about their job and committed to doing it well. In today's world, it's essential for teachers to be committed to their profession. Teaching is a challenging job that demands a lot of energy and enthusiasm. To stay motivated and do their best, teachers need to be personally invested in their work. When education is constantly changing, teachers need to adapt and learn new things quickly. They have to put in extra time and effort to make these changes work effectively. A teacher's commitment to their profession is crucial for their success, especially during times of change. It is also important for the entire education system to bring about positive changes (Singh, [2024](#)).

Professional commitment is about being dedicated to your job as a teacher. It's about being motivated and passionate about what you do. When teachers are committed, they become role models for their students and colleagues. A committed teacher is passionate and enthusiastic about teaching. Thus, passion has a positive impact on students learning and achievement. When teachers are committed, they make a real difference in their students' lives. They go above and beyond to ensure their students succeed. This commitment is essential for delivering high-quality education and making a positive impact on future generations (Shanthi & Renugadevi, [2021](#)).

A research study described five indicators of the professional commitment of teachers. Firstly, the teacher is committed if he/she is ready to improve students' achievement and participation in the class. Secondly, he/she is working for the repute of that educational institution. Thirdly, he/she is modernizing classroom content. Fourthly, he is committed if he involves fresh thoughts in the classroom. Fifthly, he/she is supporting students by imparting extra activities that are valuable for school; sixthly, he/she is creating relationships with the parents of learners (Dainty et al., [2011](#)). Another researcher focused on the nursing profession in studying professional commitment and concluded that support and appreciation, valuing care, and promoting knowledge-based practice are the important factors in the professional commitment of employees (Jafaraghaee et al., [2014](#)). Organizational commitment is a separate term that is also important in an employee's work. A study investigated the difference between the factors of professional commitment and organizational commitment. It showed a strong relationship between job meaningfulness and organizational commitment; however, task identity has a strong correlation with professional commitment. Gender and organization size have an influence on organizational commitment. Professional commitment is also affected by internal auditor certification (Kwon & Banks, [2004](#)).

According to NCTE (1998), teacher commitment means being fully dedicated to the teaching profession. It means believing that teaching is a noble and important job. A committed teacher:

- ▶ is fully dedicated to their work
- ▶ believes in the goals of education
- ▶ cares deeply about their students
- ▶ understand their role and responsibilities
- ▶ strives to be highly professional

The teacher should be dedicated to their work. This means following established rules and norms that prioritize students, society, and the teaching profession. They strive for excellence and uphold basic human values. This commitment is essential for teacher educators to perform effectively. Along with having the necessary skills and knowledge, their dedication helps them train future teachers well. By being committed, they set a good example and create a positive learning environment. Teachers play a vital role in shaping human development. To do their job effectively, they need proper training. Continuous education and systematic training help teachers acquire the knowledge and skills they need. Professional training is crucial for teachers. It involves mastering their subject, teaching techniques, and pedagogy. A good teacher also needs to be dedicated, loving, and able to inspire others. This training is known as teacher's education, which is an ongoing process (Ali, [2020](#))

Professional commitment is employees' willingness to carry on association with that profession (Vandenberg & Scarpello, [1994](#)). Also, Blau defined the term professional commitment as it is a worker's attitude towards his/her profession (Blau, [1985a](#)). Another study concluded that the term professional commitment is an indicator of the length of the teacher's plans to stay in the profession (Chapman, [1983](#)). It is an aspect that shows the potency of a connection between an employee and an organization. It is a level of a teacher's involvement in the profession of teaching. Achievements and growth of an institution depend on its employees as employees are possibly the only reason for sustainable advantage to the school. In this regard, educational institutions have to increase as well as encourage their teachers professionally committed teachers and make them aware of the usefulness of their commitment. Institutions must awaken them on how those committed teachers can supply their worth and value to this profession (Steers & Porter, [1985](#)).

A number of studies found three major factors of professional commitment: Affective commitment, continuance commitment, and normative commitment. However, a researcher investigated that only affective commitment affects professional commitment, not the other two. School climate, teachers' quality, infrastructure, and teachers' certification are mostly considered important in teaching performance in research studies. A number of studies investigated teachers' performance by various methods, such as formative or summative way.

## Research Methodology

The presented study is descriptive in nature and conducted to measure the impact of employment status on teaching performance and professional commitment. A survey technique was used to collect data. In the survey technique, the researcher manages a survey, which is to determine the attitudes, aptitudes, behaviors, or other characteristics of the sample or population by employing a questionnaire (Creswell, [2012](#)).

## Participants

The population of the presented study consists of all the Secondary School Teachers (SSTs) working in public sector secondary schools in Punjab, Pakistan. A sample of 480 Secondary School Teachers (SSTs) from Punjab Public schools was selected by using a Multistage Sampling Technique. It involved four phases. In the first stage, the researcher selected two divisions from Punjab province conveniently. Then, two districts from each division were selected randomly in the second stage. From each district, 10 male and 10 female secondary schools were selected randomly from the list of schools provided by the DEO office in the third stage. At the last stage, from every selected school, 50% of SSTs were selected randomly. A total number of 480 SSTs were selected as samples, and with a response rate of 78.75%, 378 SSTs were involved in the study.

## Instruments

To measure Professional commitment and teaching performance, researchers developed a questionnaire called QEPC (Questionnaire for Evaluation of Professional Commitment) and investigated the employment status and teaching performance by considering SSTs' previous session 9<sup>th</sup> class results. The questionnaire was developed by the researchers after carefully reviewing related literature. It involves 42 items and was found valid by pilot testing by four PhD educational researchers. Cronbach's Alpha reliability was .925, which indicates that the questionnaire was highly



reliable. The researchers use a Likert (1932) five-point scale, i.e., (1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree). Allen and Meyer (1990) gave three basic indicators of professional commitment: affective commitment, continuance commitment, and normative commitment. The researcher inserted two more indicators and mentioned indicators of professional commitment: affective commitment, continuance commitment, normative commitment, creativity, and professional development.

## Results and findings

Descriptive as well as inferential statistics were used to analyze the collected data. Findings and results are narrated as follows:

**Table 1**

*Comparison of Teaching Performance on Contractual and Regular SSTs*

	N	Mean	SD	Mean Difference	t	df	significance
Contractual	45	3.2111	1.05	.729	-4.409	54.48	.000
Regular	329	3.947	.95				

A significant difference ( $p=.000 < .05$ ) exists between the teaching performance of contractual and regular SSTs. Regular SSTs ( $x= 3.94$ ) described higher teaching performance than Contractual SSTs ( $x = 3.21$ ).

**Table 2**

*Comparison of Professional commitment on Contractual and regular SSTs*

	N	Mean	SD	Mean Difference	t	df	significance
Contractual	46	4.02	.51	.05	.713	59.55	.479
Regular	332	3.96	.54				

The above table described that there exists no significant difference ( $p=.479 > .05$ ) between the teaching performance of contractual and regular SSTs. Regular SSTs ( $x= 3.96$ ) described higher teaching performance than Contractual SSTs ( $x = 4.02$ ).

**Table 3**

*Factor wise comparison of Regular and contractual SSTs' professional commitment*

Professional Commitment	Employment Status	N	Mean	SD	Mean Difference	t	df	significance
Affective Commitment	Contractual	46	4.14	.52195	.12189	1.448	64.026	.152
	Regular	332	4.02	.62068				
Continuance Commitment	Contractual	46	3.96	.65322	.01669	.161	59.464	.872
	Regular	332	3.95	.68264				
Normative Commitment	Contractual	46	4.00	.61157	.09768	-.432	61.71	.668
	Regular	332	4.04	.68430				
Creativity	Contractual	46	4.16	.72045	.1114	1.001	54.521	.321
	Regular	332	4.05	.61660				
Professional Development	Contractual	46	3.84	.61797	.09657	.861	56.670	.393
	Regular	332	3.76	.58309				

Employment status did not have a significant impact on any of the indicators of professional commitment. Affective commitment ( $p=.152 > .05$ ), Continuance commitment ( $p=.872 > .05$ ), Normative commitment ( $p=.668 > .05$ ), Creativity ( $p=.321 > .05$ ) and Professional development ( $p=.393 > .05$ ) had not effected by SSTs Employment status.

The above findings indicated that a teacher working as a regular employee shows better teaching performance as compared to a teacher working on a contractual basis. However, a teacher's professional comment is not affected by his/her job status.

## Discussion

The presented study aimed to investigate the impact of the employment status of an SST employment status on his/her teaching performance and professional commitment in secondary schools in Punjab province, Pakistan. It discloses that a teacher having temporary links with his/her profession is not likely to give effective results as compared to a teacher with a permanent attachment to his/her profession. The reason is that an employee needs job satisfaction to provide effective results. He/she needs security in his job to work hard and continuously. A teacher with a temporary job status can't be very effective in giving the required results. The impacts of employment status on teachers' performance have not been investigated much before in Pakistan perspectives. Pakistan requires effective results from teachers, but teachers' characteristics are important in this regard. The results showed by the presented study were opposite to a study done by Salley et al. (2015). They did not find any impact of the employment status of teachers on students' success, but a negative correlation existed between course overload and students' success. Özdem (2012) investigated the employment status and characteristics of high school dropouts of high ability and found no relationship between employment status and dropout. The presented study found new results from Pakistan's perspective: teachers' performance is impacted significantly by employment status.

## Conclusions

The results of the study drew the following conclusions:

1. Regular teachers showed high teaching performance as compared to teachers working on a contract basis.
2. Employment status did not have a significant impact on the professional commitment of secondary school teachers.
3. Indicators of professional commitment like Affective commitment, Continuance commitment, Normative commitment, Creativity, and Professional development were not affected by SST's Employment status.

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