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Professional commitment of rural and urban primary school teachers in respect to their introversion and extroversion

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Abstract

The purpose of this study is to examine the professional dedication of elementary school teachers working in both urban and rural settings, with a focus on personality qualities, particularly extroversion and introversion. Furthermore, it seeks to compare the levels of professional commitment across genders, elucidating the impact of contextual factors and individual dispositions on teacher commitment. A quantitative research methodology was adopted, employing a random cum stratified sampling technique to obtain a sample of 200 primary school teachers, equally divided between male and female participants. The Professional Commitment Scale, developed by Ravinder Kaur Ranu and Sarvjeet Kaur Brar, served as the instrument for data collection. The data gathered were subjected to statistical analysis, which included percentage calculations, assessments of mean and standard deviation, the findings of this research reveal significant disparities in professional commitment levels influenced by gender and contextual factors. Specifically, extroverted educators exhibited enhanced levels of professional commitment within urban school environments, whereas introverted teachers demonstrated a consistent dedication to their roles in rural settings. Moreover, male teachers displayed significantly greater levels of professional commitment than their female counterparts.

Keywords: Professional commitment, introversion, personality, education

Introduction

In the arena of modern educational systems worldwide, the concept of teacher professional dedication has emerged as a critical factor influencing both the quality and effectiveness of educational outcomes. As education systems grapple with challenges like student engagement, teacher retention, and general academic integrity, understanding the dynamics of professional commitment among educators becomes increasingly important. Teacher professional commitment is a three-part paradigm that encompasses occupational competence, dedication, and efficacy. This concept is more than just the result of an individual's decision to pursue a career in teaching; it is a complicated position obtained by consistent work, professional development, and the creation of a supportive educational environment. According to research, professional commitment is fundamentally related to organizational productivity, quality, and performance in educational contexts. When teachers exhibit a high level of commitment, it can translate into improved student performance, enhanced learning experiences, and ultimately, a more robust educational system. Conversely, a lack of commitment can lead to high turnover rates, diminished educational quality, and adverse effects on student outcomes. Consequently, fostering professional commitment among teachers is not merely an aspirational goal; it is a necessity for sustaining educational standards and promoting effective teaching practices. Despite its significance, the concept of professional commitment remains relatively underexplored within the educational research landscape. Unlike other professions, where commitment may be more readily measurable or identifiable, the nuances of teacher commitment require a deeper understanding of the interactions between personal motivations, institutional influences, and broader societal expectations. The teaching profession is often hailed as a noble vocation, characterized by its intrinsic rewards and societal importance. However, this perception does not always align with the realities faced by educators, who often encounter various challenges that may impede their sense of professional commitment.

Professionalism in teaching is not an inherent characteristic or a static trait; rather, it is a status that is actively cultivated through continuous learning, self-reflection, and engagement with professional communities. Teachers are expected to embody appropriate professional behaviors, maintain a positive and constructive demeanor, and adhere to ethical standards that foster trust and respect in the classroom.

Research indicates that committed educators are more inclined to create learning environments that foster academic integrity and honesty among their students. This not only enhances the educational experience but also assists students in making ethical decisions for their future pursuits. Furthermore, a thriving school culture that emphasizes learning, respect, and accountability relies on having dedicated teaching personnel.

Commitment to the attaining excellence for professional actions: It is the achievement in all aspects of a teacher's roles and responsibilities, care and concern for doing everything in the classroom, in and outside the school. Teachers who continue their search for becoming better human beings and better teachers are followed in their footsteps by the learners. The latter get all respect from them and at the same time acquire higher levels of excellence and proficiency.

1. **Value based approach in their personal life:** so as to become role models for the future generation. Commitment to basic human values indicates that the teachers should be role models in the classroom and to community through genuine and consistent practice of professional values such as: impartiality, objectivity and intellectual honesty, national loyalty etc.
2. **Commitment to the society:** professional commitment towards the society indicates the awareness and concern about the impact of the teachers' work about the welfare of the society and democratic values of the nation. School being the miniature society has a symbolic next with society. Teachers need is to orient community towards the importance of education as a life-long process and also motivate them to take it in that perspective. Teachers need to have deep concern and commitment towards the community.
3. **Commitment to the learner:** children need teacher who understand them and their needs with sensitivity. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. By taking up the profession of teaching, the teacher is pledged to progress and development of learners, includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc. The primary duty of a teacher is to help each learner to the best of his ability to become a worthy and effective member of the society. It is his/her personal responsibility to regard the moral, intellectual, physical, social and aesthetic development of the students.

Review of Literature: According to Hausman, C. S. & Goldring, E. B. (2001) ^[1] teacher commitment is central in improving teacher performance and student learning, and to reducing teacher turnover or intentions to leave the profession. They conducted a study on teacher commitment in the United States. It was aimed at comparing levels of

teachers' commitment in magnet (i.e. schools which have teachers who chose where they want to work) and non-magnet schools (i.e. schools with teachers who were assigned). The two schools were matched based on race. The research design was quantitative as surveys were distributed to the participants. The results showed that magnet teachers rated their commitment higher than their peers in non-magnet schools. The magnet schools were characterized by higher levels of teacher autonomy, while the non-magnet teachers reported greater goal congruence. The results showed that teachers had lower commitment in non-magnet schools serving higher proportions of peer students. These results show that teachers' level of professional commitment can be influenced by the nature or type of school they work for.

Brooks and Swailes (2002) ^[2] define professional commitment as the strength of a person's identification and involvement with a particular job. Professional commitment is regarded as something that determines whether a person will leave or remain in a particular profession. Professional commitment is of importance as it is associated with greater job effort and involvement.

Bogler, R. and Somech, A. (2004) ^[3] Studies the relationship between teacher empowerment and teacher's organizational commitment, professional commitment (PC) and organizational citizenship behavior (OCB). It examines which subscales of teacher empowerment can best predict these outcomes.

Retattic and Butt (2004) ^[4] studied the workplace relationship of Canadian teachers with their peers in relation to their professional well-being and learning. They assert that healthy peer inter-collegial relations are characterized by positive encouragement, support, sharing, recognition, trust, and mutual respect and caring for each other. Teacher who perceived positive peer relationships in their workplace felt comfortable seeking professional help from their peers.

Belagali, Dr. H.V. (2011) ^[5] conducted a study of teachers' attitude towards teaching profession of secondary schools in relation to gender and locality. The major findings include;

- i) The female teachers have higher attitude towards teaching profession as compared to male teachers of secondary schools,
- ii) The urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers,
- iii) The female teachers have higher attitude towards teaching profession dimensions that is social and psychological as compared to male secondary school teachers,
- iv) The urban secondary school teachers have higher attitude towards teaching profession dimension that is academic as compared to rural secondary school teachers.

Liakopoulou, Maria (2011) ^[6] studies the qualifications considered essential by teaching professional to be effective in pedagogical and didactic work are put together based on the results of a national survey carried out in Greece, to which secondary education teachers of all subjects contributed. One of the aims of this study was to systematically record the qualifications deemed essential by teachers for them to successfully perform their pedagogical and didactic duties.

Devi, Usha (2005) ^[7] in study, found that moderate and highly significant correlation exists between success in teaching and the predictor variables like, role conflict, attitude towards teaching profession and job satisfaction. If

was also reported that rule conflict and attitude towards teaching profession are the two variables capable of significantly and efficiently discriminating between successful and less successful groups of women teachers of Karla.

Lanka, Samir kumar and Ravikant (2012) ^[8] conducted a study on emotional intelligence of secondary school teachers in relation to their professional development. The major findings include;

- i. There was a significant relationship between self-awareness dimension of emotional intelligence and professional development of secondary school teacher.

Meyer, J. P. and Allen, N. J. (2019) ^[9] define teacher commitment as a psychological state that characterizes a teacher's relationship with his or her profession, and has implications for the decision to remain involved with it. Teachers' commitment is regarded as a power or quality needed to approach stress and change. It includes factors such as honesty, responsibility, and tolerance for fallibility. This study seeks to support this literature as it brings these internal personal factors to the fore front of the discussion about teacher's professional commitment. These within the expression of teacher commitment, Much of the literature, however, tends to discuss teacher's professional commitment as being centered on dimension that are district and external to the teachers themselves, while omitting any discussion about personality characteristics and personal values, or belief.

Objectives of the Study

- To study the professional commitment of male and female teachers of urban government primary school.
- To study the professional commitment of male and female teachers of rural government primary school.
- To study the difference between professional commitment of extrovert and introvert male teachers of urban government primary school.
- To study the difference between professional commitment of extrovert and introvert male teachers of private primary school.

Hypothesis

- There is no significant difference between the professional commitment of male and female teachers of urban government primary school.
- There is no significant difference between professional commitment of male and female teachers of rural

government primary school.

- There is no significant difference between professional commitment of extrovert and introvert male teachers of urban government primary school.
- There is no significant difference between professional commitment of extrovert and introvert female teachers of rural primary school.

Methodology

- **Research Design:** Descriptive and comparative survey method.
- **Sample:** 200 primary school teachers (100 rural, 100 urban) selected randomly.

Variables included in the study - Professional commitment were taken as the dependent variable and personality characteristics and values were taken as independent variables.

1. Contextual variables such as location (rural vs. urban), resources, and community expectations.
2. Personality variables, such as introversion and extroversion, which determine teachers' approach towards communication, classroom management, and professional responsibility

Population - Since the present study has been conducted on teachers of secondary schools in urban and rural areas of district Raibailley (U.P.) Constitutes the population of the study. The sample chosen should ideally serve the purpose and need of the study. It must be chosen according to the nature of the study. To make the research study realistic and feasible, it is most important to choose an appropriate sample that has the most representative quality of the wider population.

Tools used for the data collection

In the present study, following standardized tools were used:

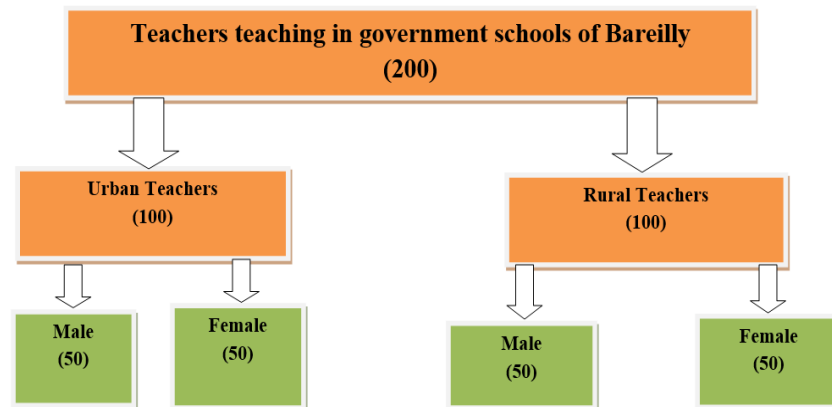
1. **Professional commitment - Professional Commitment:** Scale for teachers developed by Dr. Ravinder Kaur, Dr. Sarbjit kaur Ranu and Mrs. Sarvjeet kaur Brar (2011), H.P. Bhargava Book House, Agra.
2. **Extroversion-Introversion Test by Dr. R. A. Singh** - To measure personal appraisal between male and female teachers of Urban and Rural primary schools.

Sample Composition of Teachers

S. No.	District	Total No. of Schools		Total No of Male Teachers		Total No of Female Teachers		Total No of Teachers
		Urban	Rural	Urban	Rural	Urban	Rural	
	Raebareli	10	10	50	50	50	50	200

Sample of the Study: For the present study Stratified random sampling technique was used. The sample consisted of 200 teachers teaching in government schools of Berailly at the Primary level. 100 teachers teaching in urban schools

and 100 teachers teaching in rural schools were drawn for the study. Out of 100 urban teachers 50 were male and 50 were female teachers. Out of rural teachers 50 were male and 50 were female teachers.



Data Analysis & Findings

A statistical analysis of collected data linked to selected factors in psychology is presented as the hypotheses direct data analysis, the data correlation coefficients used to

calculate product-product time, and their interpretations, are also included in this study.

- **H₁:** There is no significant difference between the professional commitment of male and female teachers of urban government primary school.

Table 1: Showing the result for professional commitment between male and female teachers of urban government primary school

Urban Government Primary School	N	Mean	S.D.	't'-ratio
Male Teachers	50	89.95	12.01	.028*
Female Teachers	50	91.68	13.04	

*Significant at .05 level

The t-value must be significant at 89.95 df = 1.96 in order to be considered significant at the .05 level. Table 1 clearly indicates that no substantial difference was found, as the "t"-value was .028, which is below the threshold required at the .05 level of significance; therefore, the hypothesis is accepted.

It is clear from the mean values for the two groups that male and female have comparable similar levels of professional commitment.

Result: The level of professional commitment exhibited by male and female teachers at the Urban Government Primary School is similar.

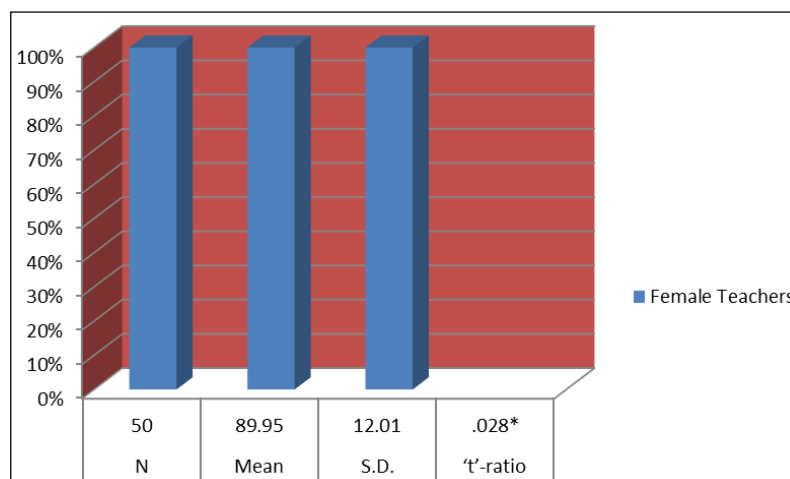


Fig 1: Professional commitment between male and female teachers of urban government primary school

H₂: There is no significant difference between professional commitment of male and female teachers of rural Government primary school.

Table 2: Showing the result for professional commitment between male and female teachers of rural government primary school

Rural Government Primary School	N	Mean	S.D.	t-ratio
Male Teachers	50	90.52	10.49	1.431*
Female Teachers	50	88.33	11.80	

*Significant at .05 level

Table 2 clearly shows that the t-value is 1.431, which is below the threshold required at the .05 level of significance. Hence there is no significant difference. Consequently, the hypothesis is approved. The mean values for the two groups, however, make it evident that the levels of professional commitment exhibited by male and female teachers of rural primary school are approximately equal.

Result: Male and female teachers of rural government primary school almost show the similar professional commitment.

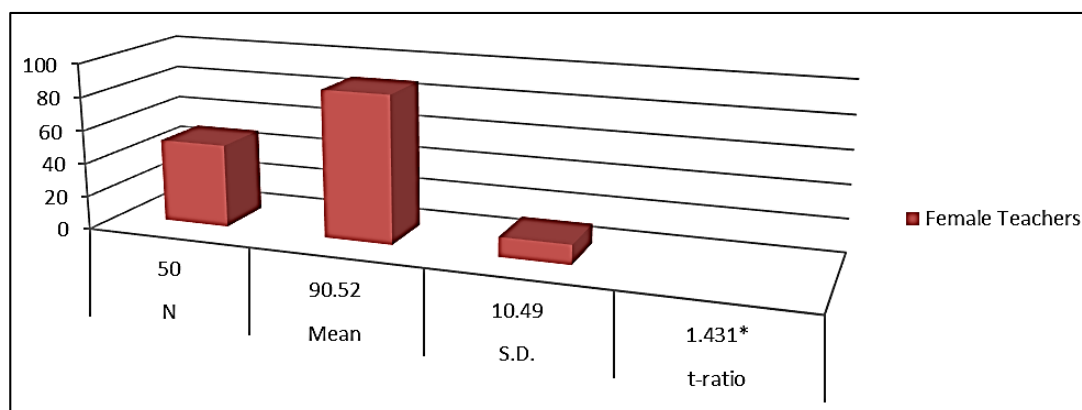


Fig 2: Professional commitment between male and female teachers of rural government primary school

H₃: There is no significant difference between extrovert male and female teachers of urban government primary school.

Table 3: Showing the result for extrovert between male and female teachers of urban government primary school

Urban Government Primary School	N	Mean	S.D.	t-ratio
Male Teachers	50	99.56	34.21	2.630*
Female Teachers	50	88.53	7.45	

*Significant at .05 level

t-value required to be significant at df = 1.98

Table-3 clearly shows that a notable difference exists between male and female extrovert teachers in government primary schools. The t-value calculated is 2.630, which exceeds the necessary value at the .05 significance level, so the hypothesis is dismissed. Nonetheless, according to the average values of both groups, it is evident that male teachers at government primary schools are more extroverted compared to their female counterparts

Result: Urban Government primary male teachers are more extroverted than female teachers.

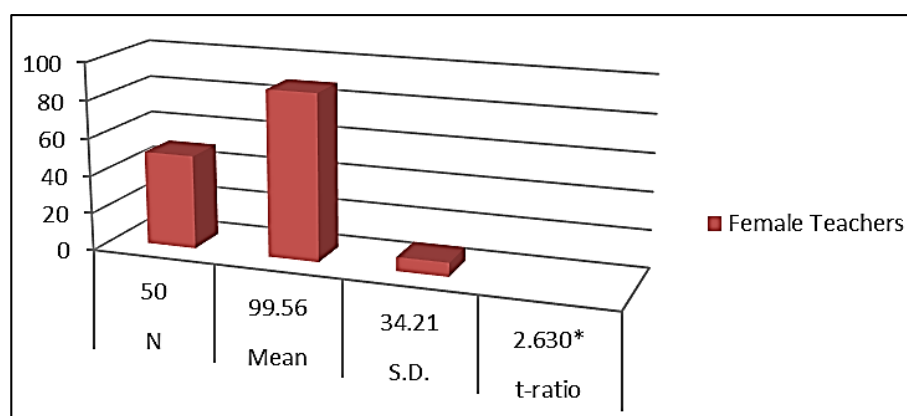


Fig 3: Professional commitment between male and female teachers of urban government primary school

H₄: There is no significant difference between introvert male and female teachers of rural government primary school.

Table 4: Showing the result for introvert between male and female teachers of rural government primary school

Rural Government Primary School	N	Mean	S.D.	t-ratio
Male Teachers	50	98.23	75.71	.616*
Female Teachers	50	94.27	12.38	

*Significant at .05 level

t-value required to be significant df = 1.98

Table-4 shows that no significant difference exists between the average scores of male and female rural government primary school teachers, as the t-value of .616 is lower than the necessary value at the .05 significance level; therefore, the hypothesis is accepted. Nevertheless, based on the average values for both groups, it is clear that both males and females have a similar degree of introversion

Result: Male and female teachers at the rural government primary school tend to display similar introverted traits.

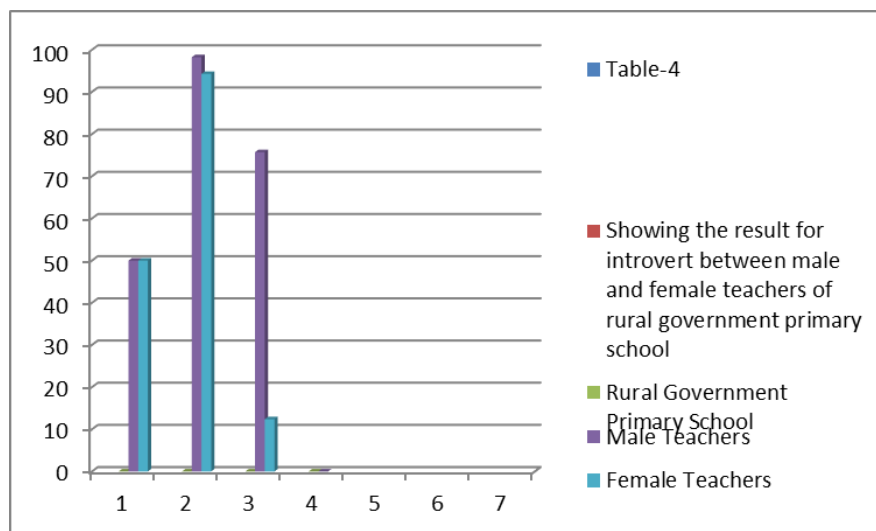


Fig 4: Comparison of introversion levels between male and female rural government primary school teachers showing no significant difference in mean scores.

Discussion

The findings suggest that personality traits interact with contextual factors in shaping teachers' professional commitment. Extroverts thrive in urban environments due to opportunities for collaboration, while introverts adapt well in rural contexts where close-knit relationships and stability prevail. Policymakers should design teacher training and support systems considering both personality traits and teaching environments.

Findings

- Extroverted teachers in urban schools showed significantly higher professional commitment compared to introverted teachers.
- Introverted teachers in rural schools displayed higher consistency in professional commitment than their urban counterparts.
- The interaction effect was significant: the influence of introversion/extroversion on professional commitment varied depending on rural & urban context.

Suggestions

1. Orientation programs should be designed to help introverts and extroverts maximize their strengths in different school contexts.
2. Rural schools should provide more professional resources, while urban schools should offer stress management interventions.
3. Personality-based mentoring could improve teacher adjustment and commitment.

Conclusion

The research emphasizes that the commitment of primary school teachers cannot be attributed exclusively to individual characteristics or situational influences. The findings show that personality type holds greater importance even when both personality (introversion-extroversion) and location (rural-urban) are taken into account. No matter where they instruct, extroverted educators show a much greater degree of commitment to their profession compared to introverted ones. Neither on its own nor in combination with personality did the rural-urban context significantly influence levels of commitment. These results highlight the importance of taking personality traits, particularly

extroversion and introversion, into account during the hiring, assignment, and professional growth processes of teachers to enhance teaching quality and dedication at the primary level. The location of primary school teachers, whether in rural or urban settings, has less influence on their professional commitment than other factors. In urban and rural environments, teachers with greater extroversion typically exhibit more commitment compared to their introverted counterparts. The rural-urban aspect does not greatly impact professional commitment, whether considered in isolation or in conjunction with personality traits.

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