



## A demographic analysis of professional commitment among private college teachers - Evidence from Coimbatore

M Haripriya<sup>1</sup>, Dr. R Manikandan<sup>2</sup>

<sup>1</sup> Department of Commerce, Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India

<sup>2</sup> Associate Professor and Head, Department of Commerce, Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India

DOI: <https://doi.org/10.66856/ijmrd.2026.13.2.13312>

### Abstract

Professional commitment in education has reflected the dedication of teachers towards their profession, students, and institutions. Professionally committed teachers have played a significant role in improving student learning outcomes and institutional performance. This study has examined the demographic and job profile of private college teachers and analysed the mean difference between demographic variables and professional commitment. Data have been collected from 53 private college teachers through a structured questionnaire, focusing on variables such as age, gender, marital status, educational qualification, and teaching experience. The data have been analysed using percentage analysis and mean difference (t-test/ANOVA). The analysis has shown that certain demographic variables have differences in the level of professional commitment, while some variables have not shown significant differences. The findings have suggested that demographic and job-related factors have an influence on the professional commitment of teachers. The study has also highlighted that strengthening professional commitment is essential for improving teaching effectiveness and institutional development. The results of the study have been beneficial for educational institutions, administrators, and policymakers to develop strategies for enhancing teachers' commitment.

**Keywords:** Professional commitment, private college teachers, demographic variables, mean difference, higher education

### Introduction

Higher education plays a crucial role in human resource development, knowledge creation, and national progress. Educational institutions are expected to provide quality teaching, research, and extension activities to meet the changing demands of society and the labour market. In recent years, the higher education sector has experienced significant transformation due to increasing competition among institutions, changing student expectations, technological advancements, and growing emphasis on educational quality and employability outcomes (Saravanan & Selvan, 2026). Consequently, the role of college teachers has become increasingly important in ensuring institutional effectiveness and student success.

College teachers are the backbone of higher education institutions. Their responsibilities extend beyond classroom teaching to include mentoring, research, curriculum development, student guidance, and administrative activities. The integration of digital technologies, outcome-based education, accreditation requirements, and research expectations has further expanded their professional responsibilities. As a result, teachers are expected to continuously upgrade their knowledge, skills, and competencies to meet evolving academic and institutional demands.

In this context, professional commitment has emerged as an important factor influencing teachers' effectiveness and performance. Professional commitment refers to the degree of attachment, dedication, and loyalty that individuals exhibit towards their profession. It reflects their willingness to perform professional responsibilities effectively, pursue continuous learning, and contribute to the achievement of educational goals. Teachers with strong professional

commitment are more likely to demonstrate teaching effectiveness, professional competence, and active involvement in academic activities. According to Espra (2026), teaching is a social responsibility that requires dedication, continuous improvement, and commitment towards professional excellence.

The level of professional commitment among teachers is influenced by several factors, including job satisfaction, organisational climate, leadership support, workload, recognition, career advancement opportunities, and professional development programmes. A favourable institutional environment can strengthen commitment, whereas excessive workload, lack of resources, occupational stress, and limited growth opportunities may weaken teachers' attachment to their profession. Madan Kumar (2026) observed that committed teachers play a significant role in shaping students' values, attitudes, and overall development.

Moreover, college teachers face numerous professional challenges, including increasing teaching workloads, research expectations, administrative responsibilities, technological changes, and performance evaluation requirements. Balancing these responsibilities while maintaining personal well-being often creates pressure that may affect their professional commitment. Nevertheless, teachers with higher levels of commitment tend to adopt innovative teaching practices, participate actively in institutional development activities, and contribute positively to student learning outcomes.

Continuous professional development plays a vital role in strengthening professional commitment by enhancing teachers' knowledge, pedagogical skills, and professional competencies. It supports career advancement, personal

growth, and the maintenance of educational standards. Jaswinder Kaur (2025) emphasised that continuous professional development is essential for improving teaching quality and creating positive learning experiences for students.

Therefore, professional commitment is a critical element in enhancing teaching effectiveness, improving student outcomes, and promoting institutional excellence. Understanding the level of professional commitment among college teachers and the factors influencing it is essential for developing strategies that support teacher effectiveness and strengthen the quality of higher education institutions.

### Review of Literature

Reviewing earlier studies is essential for understanding the existing knowledge related to professional commitment among teachers. Previous research has examined various aspects of professional commitment, including its relationship with teacher effectiveness, innovativeness, professional development, and the adoption of digital technologies in educational settings. The review of literature helps identify major findings, research trends, and gaps in the existing body of knowledge. Accordingly, the following review is organised under relevant themes related to professional commitment and professional development among teachers.

#### 1. Professional Commitment among Teachers

Professional commitment is considered a crucial factor influencing teaching effectiveness, innovativeness, and professional development. Rais Hidayat *et al.* (2024) found that professional commitment, supported by effective digital leadership, significantly enhances teacher innovativeness in the digital era. The study emphasised that improving digital competencies, leadership practices, participation, and self-development can strengthen teachers' professional performance. Similarly, Ali Ates and Haluk Unsal (2024) examined teachers' professional commitment and reported that commitment levels did not significantly differ across demographic and professional characteristics such as gender, subject area, school type, residence, teaching experience, and mentorship status. These findings suggest that professional commitment is an important professional attribute that contributes to educational effectiveness regardless of demographic variations.

#### 2. Professional Development and Digital Competencies of Teachers

Continuous professional development and digital competency enhancement have become essential for teachers in the contemporary educational environment. Rubi Rajput (2025) highlighted that emerging technologies such as artificial intelligence, virtual reality, augmented reality, and online learning platforms are transforming teacher professional development by enhancing skills and supporting innovative teaching practices. The study further emphasised the importance of technology-driven and personalised professional development programmes for long-term professional growth. Likewise, Kevin Dougherty (2015) found that faculty adoption of digital technologies depends largely on factors such as training opportunities, collaboration, time availability, and institutional support. The findings indicate that continuous learning and

institutional support play a significant role in improving teaching effectiveness and professional performance.

### 3. Research Gap

The reviewed studies indicate that professional commitment is a key determinant of teachers' effectiveness, innovativeness, and professional growth. Previous studies have also emphasised the importance of professional development, digital competencies, and institutional support in enhancing teachers' performance. However, limited research has examined the influence of demographic and job-related characteristics on professional commitment among private college teachers. This gap provides the basis for the present study.

### Statement of Problem

In the present higher education system, private college teachers play a crucial role in enhancing students' academic performance and overall development. The effectiveness of educational institutions largely depends on the professional commitment of teachers, as committed teachers contribute significantly to teaching quality, institutional development, and student success. Professional commitment reflects teachers' dedication, responsibility, and attachment to their profession, which are essential for maintaining educational standards and achieving institutional goals.

The level of professional commitment among teachers may vary due to differences in their demographic and professional characteristics such as age, gender, educational qualification, teaching experience, designation, income, and family background. Understanding these variations is important because demographic and job-related factors may influence teachers' attitudes, motivation, and involvement in professional activities. However, limited attention has been given to examining the relationship between these factors and professional commitment among private college teachers.

Therefore, it is necessary to analyse the demographic and job profile of private college teachers and examine whether significant differences exist in their professional commitment across various demographic and professional characteristics. Such an analysis can provide useful insights for educational institutions in developing strategies to strengthen teachers' commitment and enhance institutional effectiveness.

In this context, the following research questions are formulated:

1. What is the demographic and job profile of private college teachers?
2. Is there any significant difference in professional commitment among private college teachers based on their demographic and job-related characteristics?

### Objective of the Study

Professional commitment is an important factor that influences teachers' effectiveness, professional growth, and contribution to institutional development. Understanding the demographic and professional characteristics of teachers, along with the factors associated with their commitment towards the profession, can provide valuable insights for educational institutions. In this context, the present study was undertaken with the following objectives:

1. To analyse the socio-demographic and professional profile of private college teachers in Coimbatore.
2. To examine the differences in professional commitment among private college teachers based on their demographic and job-related characteristics.

### Research Methodology

The present study adopted a descriptive research design to examine the demographic and professional profile of private college teachers and analyse the differences in professional commitment across selected demographic and job-related variables. Both primary and secondary data were utilised for the study. Primary data were collected through a structured questionnaire administered to private college teachers, while secondary data were gathered from books, journals, research articles, and other relevant academic sources. The study was conducted among private college teachers in Coimbatore. A total of 53 respondents were selected using a snowball sampling method. The questionnaire consisted of items relating to demographic characteristics and professional commitment. The collected data were coded and analysed using statistical software SPSS. To achieve the objectives of the study, a simple percentage analysis was employed to

examine the socio-demographic and professional profiles of the respondents. Independent sample t-tests and one-way Analysis of Variance (ANOVA) were used to analyse the differences in professional commitment across selected demographic and job-related variables. The results are presented and interpreted in the subsequent sections.

### Results and Discussions

The collected data were analysed using appropriate statistical techniques to achieve the objectives of the study. The analysis focuses on understanding the demographic and job profile of private college teachers and examining the differences in professional commitment across selected demographic and professional characteristics. The findings obtained from the analysis are presented and interpreted in the following sections.

#### 1. Demographic and job profile

To understand the background characteristics of the respondents, a simple percentage analysis was carried out to examine the socio-demographic and professional profiles of private college teachers in Coimbatore. The results are presented in Table 1.

**Table 1:** Socio-Demographic Profile of College Teachers

Socio-economic profile	Sub category	No of teachers (n=53)	Percentage (%)
Age	25-30	22	41.50
	31-40	25	47.20
	Above40	6	11.30
Gender	Male	15	28.30
	Female	38	71.70
Area of Residence	Town	24	45.30
	Village	29	54.70
Marital status	Married	39	73.60
	Unmarried	14	26.40
Type of Family	Nuclear	28	52.80
	Joint	25	47.20
No of Family members	2	4	7.50
	3	11	20.80
	4	22	41.50
	Above 4	16	30.20
Earning members	1	5	9.40
	2	36	67.90
	3	7	13.20
	Above3	5	9.40
Non-Earning members	1	15	28.30
	2	24	45.30
	3	5	9.40
	Above3	9	17.00
Qualification	PG	7	13.20
	MPhil	13	24.50
	PhD	33	62.30
Qualification with NET or SET	SET	9	7.50
	NET	4	17.00
	No such Qualification	40	75.50
Teaching experience in the present college	Up to 5 Years	34	64.20
	6-10 Years	12	22.60
	Above 10 Years	7	13.20
Total Teaching Experience	Up to 5 Years	25	47.20
	6-10 Years	17	32.10
	Above 15 Years	11	20.80
Position in Department	Head	2	3.80
	Member	51	96.20
Designation	Assistant Professor	51	96.20
	Associate Professor	2	3.80

Department	Commerce	30	56.60
	Physics	5	9.40
	English	4	7.50
	Economics	1	1.90
	Tamil	3	5.70
	Chemistry	2	3.80
	Maths	4	7.50
	Botany	2	3.80
	CS	1	1.90
	Zoology	1	1.90
Monthly Income	Up to Rs15000	10	18.90
	Rs 15001-30000	35	66.00
	Rs 30001-50000	6	11.30
	Above Rs 50000	2	3.80

Source: Primary data

The data have provided a comprehensive overview of the socio-economic and professional profile of 53 college teachers. The age distribution has shown a youthful to early-middle-aged population, with the majority aged between 25 and 40 years (88.7%). Female college teachers have constituted 71.7% of the teachers, indicating strong female dominance in the group. The majority of college teachers have come from villages (54.7%) compared to towns (45.3%).

Marital status data have shown that the majority of college teachers have been married (73.6%), which aligns with their age and professional stage. Nuclear and joint families have been almost equally represented, at 52.8% and 47.2% respectively. A family size of four has been the most common, reported by 41.5% of households. The majority of households (67.9%) have had two earning members, reflecting financial stability through dual incomes. Additionally, 45.3% of households include two non-earning members, indicating a significant presence of dependents.

The educational background has been relatively high. A majority have held PhDs (62.3%), followed by MPhil (24.5%) and postgraduate degrees (13.2%), reflecting a highly qualified academic group. However, despite their qualifications, only 17% have cleared the NET, and 7.5% have cleared the SET exams, while 75.5% have not cleared either.

In terms of teaching experience, the majority of college teachers have had up to 5 years of service at their current college (64.2%), and nearly half (47.2%) have had the same range in total teaching experience. However, there has been a presence of more experienced educators, with 32.1% having had 6–10 years and 20.8% having had more than 15 years of overall experience. Crucially, only a small minority (3.8%) have served.

Heads of Departments, while the vast majority (96.2%) have held Member positions, indicating a teaching workforce composed largely of faculty members rather than departmental leaders.

Department-wise, Commerce has led significantly (56.6%), followed by smaller representations from departments like Physics, English, Tamil, and others, showcasing the academic diversity within the institution. Regarding income, the majority of college teachers have earned between Rs. 15,001 and Rs. 30,000 per month (66%), suggesting modest but stable earnings. A smaller segment has earned up to Rs. 15,000 (18.9%), while only a few (3.8%) have reported earning more than Rs. 50,000.

This data has highlighted a predominantly young, female, and highly educated academic workforce, largely situated in village areas and working mainly in non-leadership roles. While educational qualifications have been strong, eligibility exam results have remained an area for growth. The income distribution has reflected modest compensation levels despite high academic achievements, underscoring potential areas for policy or institutional review in faculty development and remuneration.

## 2. Mean Difference between Demographic Variable and Professional Commitment

To examine whether professional commitment differs across selected demographic and job-related characteristics of private college teachers, independent sample t-tests and one-way analysis of variance (ANOVA) were employed. These statistical techniques were used to determine the existence of significant differences in professional commitment among various respondent groups. The results of the analysis are presented in Table 2.

Table 2: Mean difference between demographic variable and professional commitment

S. No.	Independent variable	Dependent variable	t value/ F value	p value	status
Independent sample t-test					
1	Gender	Professional commitment	-0.22	.982	Not significant
2	Age	Professional commitment	-.220	.827	Not significant
3	Marital status	Professional commitment	-.220	.827	Not significant
4	Type of Family	Professional commitment	2.17	.030	Significant
5	Position	Professional commitment	-1.219	.229	Not significant
6	Designation	Professional commitment	-1.219	.229	Not significant
ANOVA					
7	Qualification	Professional commitment	2.646	.081	Not significant
8	Have you cleared	Professional commitment	.274	.762	Not significant

9	Income	Professional commitment	4.85	.005	Significant
10	Family members	Professional commitment	2.725	.050	Significant
11	Present College Experience	Professional commitment	.714	.495	Not significant
12	Total Experience	Professional commitment	.714	.495	Not significant
13	Earning members	Professional commitment	3.407	0.25	Not significant
14	Non-Earning members	Professional commitment	.405	.750	Not significant

Source: Primary data

The independent t-test results reveal that variables such as gender ( $p = .982$ ), age ( $p = .827$ ), marital status ( $p = .827$ ), position ( $p = .229$ ), and designation ( $p = .229$ ) do not have a significant impact on professional commitment. This indicates that professional commitment remains relatively consistent regardless of these personal and job-related characteristics. However, type of family ( $p = .03$ ) shows a statistically significant influence on professional commitment, suggesting that individuals from different family structures (e.g., nuclear or joint families) may experience varying levels of commitment toward their profession.

The ANOVA results further highlight differences across multiple group variables. Among these, income ( $p = .005$ ) and number of family members ( $p = .050$ ) are found to have a significant influence on professional commitment. This implies that financial status and family size may play an important role in shaping an individual's level of dedication and attachment to their profession. Individuals with higher or more stable income levels may feel more secure and thus more committed, while family responsibilities associated with larger households may also affect commitment levels. On the other hand, variables such as qualification ( $p = .081$ ), clearance of exams ( $p = .762$ ), present college experience ( $p = .495$ ), total experience ( $p = .495$ ), earning members ( $p = .25$ ), and non-earning members ( $p = .750$ ) are not statistically significant. This suggests that educational background, professional experience, and household earning dynamics do not independently influence professional commitment in a meaningful way.

In summary, the findings indicate that while most demographic and professional variables do not significantly affect professional commitment, factors related to family structure and economic conditions—such as type of family, income, and family size—play a crucial role. These results emphasize the importance of socio-economic context in understanding and enhancing professional commitment among individuals.

### Suggestions

Based on the findings of the study, the following suggestions are offered to enhance the professional commitment of private college teachers.

1. Since family structure has a significant influence on professional commitment, educational institutions should adopt family-friendly policies and provide a supportive work environment that helps teachers effectively balance their professional and personal responsibilities.
2. As income significantly influences professional commitment, management should periodically review salary structures, incentives, and welfare measures to improve teachers' financial security and motivation towards their profession.
3. Institutions should provide adequate support mechanisms, such as counselling, mentoring, and

employee assistance programmes, to help teachers manage family and work-related challenges effectively.

4. College management should strengthen faculty welfare initiatives and create a positive organisational climate that encourages teachers to remain committed to their professional responsibilities.
5. Continuous professional development programmes should be organised to maintain and further strengthen teachers' commitment towards teaching and institutional development.

### Conclusion

The present study was undertaken to analyse the socio-demographic and professional profile of private college teachers in Coimbatore and to examine whether significant differences exist in professional commitment across selected demographic and job-related variables. The findings revealed that the majority of the respondents were female, highly qualified, and relatively young faculty members with limited teaching experience. The analysis further indicated that among the selected variables, type of family and income have a significant influence on professional commitment, whereas variables such as age, gender, marital status, qualification, teaching experience, designation, and position do not show significant differences.

The findings suggest that socio-economic factors play an important role in shaping teachers' professional commitment. Therefore, educational institutions should focus on creating a supportive work environment, implementing faculty welfare measures, and ensuring fair compensation practices to strengthen teachers' commitment towards their profession. Enhanced professional commitment can contribute to improved teaching effectiveness, faculty retention, student development, and overall institutional performance.

The study provides useful insights for college management, policymakers, and educational administrators in formulating strategies to promote professional commitment among teachers. However, the study is limited to private college teachers in Coimbatore and is based on a relatively small sample size. Future research may be conducted with a larger sample covering different regions and types of higher educational institutions. Further studies may also examine the influence of organisational climate, job satisfaction, leadership style, work-life balance, and professional development on teachers' professional commitment.

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