

AN INVESTIGATION INTO TEACHER COMMITMENT OF IN-SERVICE TEACHERS

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Abstract

The purpose of this study is to examine the factors influencing the teacher commitment of in-service teachers. In-service teachers (N = 999) from selected basic education schools participated in this study. Teacher Commitment Questionnaires (Le & Agnew, 2003; Gedefaw, 2012) were used as research instruments of this study. Based on the literature review, Teacher Commitment Questionnaire (TCQ) was categorized by seven subscales: (1) affective commitment, (2) continuance commitment, (3) normative commitment, (4) commitment to profession, (5) commitment scale, (6) organizational commitment and (7) teacher commitment. Five-point likert scales were used to respond these questionnaires. According to data analysis, the mean score of Affective Commitment is higher than Organizational Commitment and Commitment to Teaching Profession. The mean score of female teachers was significantly higher than that of male teachers. The mean score of bachelor teachers was significantly higher than that of master teachers. The mean score of single teachers was significantly higher than that of married teachers. The mean score of PAT was significantly higher than that of JAT and SAT. The mean score of over 30 years (teaching experience) of teachers was significantly higher than that of ≤ 15 years and 16-30 years. According to the findings, the mean score of over 45 years (age) was significantly higher than that of ≤ 30 years and 31-45 years. According to the findings, the mean commitment score of teachers in Mon State was significantly higher than that of Ayeyarwaddy, Yangon, Mandalay Regions and Shan State. Moreover, data analyses revealed that how important teacher commitment in teachers and especially in the field of education. Thus, it was said that this study can be a support for teachers in Myanmar.

Keywords: teacher commitment, in-service teachers, designations

Introduction

Education plays a pivotal role in the development of a country and it is mainly imparted by teachers. No national reconstruction is possible without the active cooperation of the teacher. So, teachers are the builders of a nation. A society or a nation can progress only with the help of its teachers. A teacher's behavior can make a student's life. In spite of the importance of teachers, they have their particular place and position in the society. There are various factors, which affect them and in due course affect their work. Such factors are internal and external. Among so many factors, teachers' commitment and competency have their own effect on the work and effectiveness of teachers (Doubbia, 2013). Teachers are the main backbone and heart of the education system of our country. Teachers play a vital role in improving the educational process. In 21st century, teachers are playing the greater roles and given bigger commitments in the profession (due to the influence of globalization). If teachers have a high level of commitment, it can be assured that a more enjoyable, energetic and effective school environment which indirectly will give positive effects on the students' academic achievement.

Teachers shoulder the huge responsibilities in molding the young minds to achieve the vision and mission of the country. Teachers as professionals should possess different skills, knowledge and values. The quality of teaching depends largely on the level of teachers' involvement in relation to the professional exerted by the organization. Teaching is a highly

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noble profession and teachers are always a boon to the society. Since a teacher is a role model for the students; professional pride, job satisfaction and professional commitment of teachers become very vital in the fields of education.

According to Jepson and Forrest (2006), a strong sense of commitment can help individuals cope more effectively with stress because committed individuals tend to value the teaching profession and their work in general. Thus, commitment can act as a buffer

to moderate stress levels (Jepson & Forrest, 2006). Teacher Commitment is empirically supported as one of the influential factors on school effectiveness, teacher satisfaction, teacher retention, job performance, and their ability to innovate and to integrate new ideas into their own practice and future success of education and schooling.

Commitments reflect an individuals' tendency or striving to maintain self-coherency, so that commitments are not really viewed as goal or activity commitments, but rather identity commitments, with the purpose of selecting goals or activities to maximize their sense of self-coherence (Human-Vogel, 2008). Committed teachers will regulate their behavior, i.e. select activities and make time and energy investments consistent with their understanding of themselves as committed.

Teachers play an inevitable role not as mere transmitter of knowledge and culture but also as changing agent. The quality of teaching depends largely on the level of teachers' involvement in relation to the professional exerted by the organization. A committed teacher acts as manager, leader and organizer of group activities, builder of pupil's character and is usually expected to promote learning activities. Teaching is a highly noble profession and teachers are always a boon to the society.

Teachers' total involvement and devotion is must for empowering the students. Teachers who have pride in their profession not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. During and even after school hours, a pride teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance.

The professional teachers can be effective and successful by not only helping the students to realize their full potential but also helping the society to develop a sense of belonging among its members. Teachers who will be satisfied in their profession, they will always work and try to improve his teaching. The teacher thus plays a direct and crucial role in molding a pupil towards education. Since a teacher is a role model for the students, professional commitment of teachers become very vital in the fields of education.

Purpose of the Study

The main purpose of the study is to investigate the teacher commitment of in-service teachers.

Definition of Key Terms

Teacher Commitment: Teacher commitment is an investment of personal resources and is closely connected to teachers' work performance. Individual teacher commitment can be analyzed to identify centers of commitment in their professional practice (Croswell, 2003).

In-service Teachers: Teachers are persons who help students to acquire knowledge, competence or virtue and provide education for people (Williamson McDiarmid, & Clevenger-Bright, 2008).

Designations: Designation refers to appointment to or selection for an office, post, or service (Merriam-Webster, n.d.).

Review of Related Literature

Teachers are essential for the effective functioning of education system and for improving the quality of learning processes. Moreover, teachers are those who educate the youth of society who in turn become the leaders of the next generation of people. Teachers need to have good quality and attitudes towards students, and society. Kennedy has pointed out that outcomes of education are affected by the quality of the teaching work force. Therefore, effective teachers' pride on their profession are important for educational improvement, which we are striving hard to bring about.

According to Meyer et al. (1993), there are affective commitment, organizational commitment, and commitment to teaching profession. Affective commitment refers to the teachers' willingness to stay within an organization because of the belief that their role and job goals are clearly defined and receive management support (Meyer et al., 1990). Affective professional commitment is the emotional, psychological attachment of the person with the organization. It is a sort of good participation feelings and pleasure derived out of job; it gives commitment with status to be a teacher (Ibrahim et al., 2013).

Affective commitment is defined as the wish of workers to commit emotionally to the organization. The affective commitment that involves the teachers' emotional attachment to, identification with and involvement in the organization. Affective commitment refers to the strength of a person's desire to continue working for an organization because he or she agrees with it and wants to do so. Affective commitment deals with a demand-based relationship to an organization (Bansal, Irving, & Taylor, 2004). It aims at an emotional relation, the identification, with the organization and the wish to be part of it. Mowday et al. (2002) define affective commitment as the relative strength of personal identification with the organization and as certain participation. The affective commitment is characterized by a positive identification with goals and magnitudes of an object and by an emotional bond. Furthermore, it describes the wish for membership due to positive feelings like loyalty and belonging (Allen & Meyer, 1990).

Organizational commitment is the relative strength of an individual's identification with and involvement in a particular organization (Mowday et al., 2002). Commitment to organization is about believing in the organization's goals and values and having the intention to exert considerable effort for the organization (Firestone & Pennell, 1993). Teacher commitment to the organization, also referred to as an organizational commitment, is about goals or values and forming a staff unity (Mowday et al., 2002). Organizational commitment has three components: believing and accepting the organizational goals and values, being ready to put a significant amount of effort into the organization, willing and desiring to stay with the organization. Teacher commitment to the teaching profession, the second dimension of teacher commitment refers to someone's devotion for his occupation (Somech & Bogler, 2002). Teacher commitment to organization may be positively influenced by both degree centrality and closeness centrality. Reyes (2003) posed that social relationships and interactions are beneficial to increasing teachers' attachment to the organization.

Blau (1986) defined professional commitment as one's attitude towards one's profession or vocation. Colarelli and Bishop (1990) defined commitment to profession as the advancement of individual vocational goals and the drive and commitment associated with completing these goals. Moreover, Somech and Bogler (2002) stated that teacher commitment to profession involves an affective attachment to the profession or occupation, which is associated with the personal identification and satisfaction as a teacher. Teacher commitment to profession is important because it enables an individual to develop the needed skills and relationships to have a successful career regardless of the organization within which he or she is employed.

According to Meyer et al. (2001), individuals might choose to redirect their emotional energies towards the profession to which they belong. There are at least two implications of this. First, such individuals might be more likely to participate in the work of their professional associations. Second, a focus on the profession might increase the likelihood that teachers would improve their professional skills, knowledge, and abilities. Teacher commitment to profession is conceptualized as the strength of teacher motivation and involvement to work and to improve professional skills, knowledge and teaching abilities.

Method

Research Method

Design of this study is descriptive and inferential statistical analysis.

Participants of the Study

The total sample of this study is 999 in-service teachers (PAT, JAT, SAT) from Ayeyarwady Region, Yangon Region, Mandalay Region, Mon State and Shan State. Among the respondents, 481 (48%) are male teachers and 518 (52%) are female teachers.

Research Instruments

In this study, Teacher Commitment Questionnaires (Le & Agnew, 2003; Gedefaw, 2012) were based to assess the teacher commitment of in-service teachers. Teacher Commitment Questionnaire (TCQ) consists of seven subscales including 105 items which explored teacher commitment of in-service teachers. Seven subscales are (1) affective commitment, (2) continuance commitment, (3) normative commitment, (4) commitment to teaching profession, (5) commitment scale, (6) organizational commitment, and (7) teacher commitment. The questionnaire was designed with five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree).

Data Collection Procedure

Twelve experts in the field of educational psychology give valuable suggestions regarding the clarity of statements, appropriateness of the language. Research tools were edited to avoid ambiguity and repetition of statements. Data were gathered in Ayeyarwady Region, Yangon Region, Mandalay Region, Mon State and Shan State, 2020. In each school of the first day, Teacher Commitment Questionnaire (TCQ) was given to the in-service teachers and explained about the questions by the researcher. Then, in-service teachers were asked to tick the number which is the most appropriate answer they feel in the Likert scale. According to the above procedures, the collection of the required data was conducted in each selected school by survey procedure. According to the factor analysis results, Teacher Commitment Questionnaire

(TCQ) was influenced by three factors: (1) Affective Commitment, (2) Organizational Commitment and (3) Commitment to Teaching Profession.

Data Analysis and Research Findings

Table 1 Descriptive Statistics of Subscales of Teacher Commitment

	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Affective Commitment	999	31	142	106.37	11.057
Organizational Commitment	999	25	98	60.89	6.805
Commitment to Teaching Profession	999	9	45	35.18	4.458

According to data analysis, the mean score of affective commitment is higher than organizational commitment and commitment to teaching profession. It may be said that the in-service teachers are willing to set up goals, grow interests, make plans, boost engagement. It can be interpreted that the in-service teachers have the ability to monitor and regulate self-presentations, emotions, and behaviors in response to their environments, professions and situations.

Table 2 Mean Comparison of In-service Teachers' Teacher Commitment by Gender

Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Male	481	201.67	17.951	1.258*	.962	.01	-1.023
Female	518	203.26	21.582				

Note. * $p < .05$

According to the data analysis, the mean score of female teachers (203.26) was significantly higher than that of male teachers (201.67). To investigate the differences of teacher commitment by gender, an independent sample *t*-test was utilized. According to the result, there was significant difference between male and female teachers of teacher commitment. It was found that female teachers have more teacher commitment than male teachers.

Table 3 Mean Comparison of In-service Teachers' Teacher Commitment by Academic Qualification

	Number	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Bachelor	789	203.13	20.266	2.159***	994	.000	3.357
Master	207	199.77	18.502				

Note. *** $p < .001$

According to the Table 3, the mean score of bachelor teachers (203.13) was significantly higher than that of master teachers (201.67). To investigate the differences of teacher commitment by academic qualification, *t*-test was utilized. According to the result, there was a significant difference between bachelor and master teachers of teacher commitment. It was found that bachelor teachers have more teacher commitment than master teachers.

Table 4 Mean Comparison of In-service Teachers' Teacher Commitment by Marital Status

Marital Status	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Single	550	202.73	20.147	1.093***	994	.000	3.215
Married	447	202.08	19.703				

Note. *** $p < .001$

The results indicated that the mean score of single teachers (202.73) was significantly higher than that of married teachers (202.08). To investigate the differences of teacher commitment by marital status, *t*-test was utilized. According to the result, there was a significant difference between single and married teachers on teacher commitment. It was found that single teachers have more commitment than married teachers.

Table 5 Mean Comparison of In-service Teachers' Teacher Commitment by Designation

	Designation	<i>N</i>	Mean	<i>SD</i>
Teacher Commitment	PAT	313	203.91	16.704
	JAT	353	202.90	24.025
	SAT	333	200.56	17.613

According to data analysis, PAT had the highest percentage mean score of JAT and SAT. The results indicated that the mean score (203.91) of PAT was significantly higher than that of JAT (202.90) and SAT (200.56). The mean score of PAT was more than that of JAT and SAT. This mean that PAT have more commitment on their profession than JAT and SAT. To be more exact, ANOVA was calculated. (see Table 6).

Table 6 ANOVA Result for In-service Teachers' Teacher Commitment by Designation

Teacher Commitment	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Between Group	1928.852	2	964.426	2.437***	.000
Within Group	394170.988	996	395.754		
Total	396099.840	998			

Note.*** $p < .001$

According to the ANOVA result, there was a significant difference between PAT, JAT and SAT on teacher commitment by designation.

Table 7 Results of Tukey HSD Multiple Comparison for Teacher Commitment by Designation

Variable	(I) Designation	(J) Designation	Mean Difference (I-J)	<i>p</i>
Teacher Commitment	PAT	JAT	1.016**	.001
		SAT	3.352	.054
	JAT	PAT	-1.016**	.001
		SAT	2.336	.658
	SAT	PAT	-3.352	.054
		JAT	-2.336	.658

Note.** $p < .01$

PAT = Primary Assistant Teacher,

JAT = Junior Assistant Teacher

SAT = Senior Assistant Teacher

In addition to examine the highly significant difference across designation, post-hoc test was executed by Tukey Method and that it becomes apparent that the mean percentage of PAT teachers were significantly higher than that of JAT and SAT in the test of teacher commitment at 0.01 level (see Table 7).

Table 8 Mean Comparison of In-service Teachers' Teacher Commitment by Teaching Experience

	Teaching Experience	<i>N</i>	Mean	<i>SD</i>
Teacher Commitment	≤15 years	411	202.09	18.924
	16-30 years	354	201.75	19.875
	Over 30 years	234	204.09	21.626

According to Table 8, the mean score of over 30 years (teaching experience of teachers) (204.09) was significantly higher than that of ≤15 years (202.09) and 16-30 years (201.75). This mean that over 30 years are more commitment on their profession than ≤15 years and 16-30 years. The result indicated that teaching experience difference was found to be on teacher commitment.

Table 9 ANOVA Result for In-service Teachers' Teacher Commitment by Teaching Experience

Teacher Commitment	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Between Group	855.753	2	427.877	1.078***	.000
Within Group	395244.086	996	396.831		
Total	396099.840	998			

Note.*** $p < .001$

The results pointed out that significant differences of teacher commitment exist according to teaching experience.

Table 10 Results of Tukey HSD Multiple Comparison for Teacher Commitment by Teaching Experience

Variable	(I)Teaching Experience	(J)Teaching Experience	Mean Difference (I-J)	<i>p</i>
Teacher Commitment	≤15 years	16-30 years	.336	.987
		Over 30 years	-2.002**	.001
	16-30 years	≤15 years	-.336	.692
		Over 30 years	-2.338**	.001
	Over 30 years	≤15 years	2.002	.692
		16-30 years	2.338	.987

Note. ** $p < .01$

In addition to examine the highly significant difference across teaching experience, post-hoc test was executed by Tukey Method and that it becomes apparent that the mean percentage of over 30 years teachers were significantly higher than that of ≤15 years and 16-30 years in the test of teacher commitment at 0.01 significant level (see Table 10).

Table 11 Mean Comparison of In-service Teachers' Teacher Commitment by Age

	Age	N	Mean	SD
Teacher Commitment	≤ 30 years	269	202.34	18.218
	31-45 years	407	201.51	20.139
	Over 45 years	323	203.69	20.972

According to the findings, the mean commitment score of over 45 years (age of teachers) (203.69) was significantly higher than that of ≤ 30 years (202.34), 31-45 years (201.51). This mean that over 45 years teachers are more commitment on their profession than ≤ 30 years and 31-45years teachers.

Table 12 ANOVA Result for In-service Teachers' Teacher Commitment by Age

Teacher Commitment	Sum of Squares	df	Mean Square	F	p
Between Group	860.864	2	430.432	1.085***	.000
Within Group	395238.976	996	396.826		
Total	396099.840	998			

Note. *** $p < .001$

The ANOVA results pointed out the significant differences of teacher commitment according to age. In addition to examine the highly significant difference across age, post-hoc test was executed by Tukey Method and that it becomes apparent that the mean percentage of over 30 years teachers were significantly higher than that of ≤15 years and 16-30 years in the test of teacher commitment at 0.05 level (see Table 13).

Table 13 Results of Tukey HSD Multiple Comparison for Teacher Commitment by Age

Variable	(I)Teaching Experience	(J)Teaching Experience	Mean Difference (I-J)	P
Teacher Commitment	≤ 30 years	31-45 years	.830	.314
		Over 45 years	-1.352*	.013
	31-45 years	≤ 30 years	-.830	.245
		Over 45 years	-2.182*	.013
	Over 45 years	≤ 30 years	1.352	.245
		31-45 years	2.182	.314

Note. * $p < .05$

Table 14 Mean and Standard Deviations of In-service Teachers' Commitment by Region

	Region	N	Mean	SD
Teacher Commitment	Ayeyarwaddy Region	200	201.43	25.733
	Yangon Region	200	198.14	16.068
	Mandalay Region	205	203.41	17.860
	Mon State	198	207.16	19.178
	Shan State	196	202.07	18.520

According to Table 14, the mean commitment score of teachers in Mon State (207.16) was significantly higher than that of Ayeyarwaddy (201.43), Yangon (203.41), Mandalay (207.16) Regions and Shan State (202.07). This mean that teachers in Mon State are more commitment on their profession than teachers in Ayeyarwaddy, Yangon, Mandalay Regions and Shan State.

Table 15 ANOVA Result of Teachers' Teacher Commitment by Region

Teacher Commitment	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>P</i>
Between Group	8534.738	4	2133.684	5.472***	.000
Within Group	387565.102	994	389.905		
Total	396099.840	998			

Note. *** $p < .001$

The results pointed out that there are significant differences of teacher commitment by region.

Table 16 Results of Tukey HSD Multiple Comparison for Teacher Commitment by Region

Variable	(I) Region	(J) Region	Mean Difference (I-J)	<i>P</i>
Teacher Commitment	Ayeyarwaddy Region	Yangon Region	3.295	.311
		Mandalay Region	-1.980	.331
		Mon State	- 5.727***	.000
		Shan State	-.641	.327
	Yangon Region	Ayeyarwaddy Region	-3.295	.311
		Mandalay Region	-5.275	.135
		Mon State	-9.022**	.001
		Shan State	-3.936	.526
	Mandalay Region	Ayeyarwaddy Region	1.980	.331
		Yangon Region	5.275	.353
		Mon State	-3.747***	.000
		Shan State	1.338	.390
	Mon State	Ayeyarwaddy Region	5.727	.056
		Yangon Region	9.022	.061
		Mandalay Region	3.747	.312
		Shan State	5.085	.250
	Shan State	Ayeyarwaddy Region	.641	.246
		Yangon Region	3.936	.526
		Mandalay Region	1.338	.390
		Mon State	5.085***	.000

Note. ** $p < .01$, *** $p < .001$

In addition to examine the highly significant difference across region, post-hoc test was executed by Tukey Method and that it becomes apparent that the mean percentage of teachers in Mon State were significantly higher in commitment than that that of Ayeyarwaddy, Yangon, Mandalay Regions and Shan State at 0.01 and 0.001 significant level.

Discussion

In this study, it was observed that there are all together three factors of teacher commitment questionnaire (TCQ). Teacher commitment plays a significant role in commitment processes by regulating behaviours that support and strengthen commitment. Committed and competent teachers are required in every educational institution so as to increase the effectiveness of the institution, it is necessary to know about teacher commitment and how it is influenced by other variables.

The mean commitment score for affective commitment and organizational commitment are the highest among the three dimensions of teacher commitment questionnaire. It may be said that the in-service teachers are willing to set up goals, grow interests, make plans, boost engagement. The mean score of commitment to teaching profession is nearly the same. It can be interpreted that the in-service teachers have the ability to monitor and regulate self-presentations, emotions, and behaviors in response to their environments, professions and situations.

The mean commitment score of female teachers are significantly higher than those of the mean score of male teachers. This mean that female teachers are more commitment on their profession than male teachers. In order to make detailed investigation on gender difference with regard to teacher commitment of in-service teachers, independent sample *t*-test was conducted. The result of *t*-test revealed that there was gender difference in teacher commitment. Park (2005) found that teacher commitment depends on gender. This finding is consistent with Park (2005). In his research, female students have commitment than male students in learning. This finding is contrast with Solangi et al. (2015). In research, male students are more commitment than female students in their learning.

The mean score of bachelor teachers was significantly higher than that of master teachers. To investigate the differences of teacher commitment by academic qualification, *t*-test was utilized. According to the result, there was significant difference between bachelor and master teachers of teacher commitment. It was found that bachelor teachers have more commitment than master teachers. This finding is contrast with Box (2003) who argued that master students could be expected to be more commitment.

The mean score of single teachers was significantly higher than that of married teachers. To investigate the differences of teacher commitment by marital status, *t*-test was utilized. According to the result, there was significant difference between single and married teachers on teacher commitment. It was found that single teachers have more commitment than married teachers.

Concerning with the teacher commitment of designation, PATs had the highest percentage mean score compared to JATs and SATs. The results indicated that the mean score of PAT was significantly higher than that of JATs and SATs. To investigate the differences of teacher commitment by designation, ANOVA test was utilized. According to the result, there was significant difference between PATs, JATs and SATs on teacher commitment. It was found that PATs have more commitment than JAT and SAT. This may be due to the fact that more experienced and matured teachers were good at their profession. It may be due to the fact that primary students have more strong attachment to their teachers whereas adolescents keep distance away from them because they are more autonomous less dependent on others than younger children. According to the period of human development, adolescents move towards independence and autonomy (Coleman, n.d.).

Adolescents can think and use their capacity into make judgements and decisions to themselves. PATs can teach students with ease due to their easy course for them so that are efficient in their lessons. So, PATs are good at to their learning environment. Moreover, PATs teach young children, they can succeed their learning well. Their students not only believe in

them but also obey to them. So, PATs are more success and commitment in their profession. This finding is consistent with Turgat (2014) that high experienced teachers are more commitment than less experienced teachers.

The mean commitment score of over 30 years (teaching experience of teachers) was significantly higher than that of ≤ 15 years and 16-30 years (teaching experience of teachers). To investigate the differences of teacher commitment by position, ANOVA test was utilized. According to the result, there was significant difference between ≤ 15 years, 16-30 years and over 30 years (teaching experience of teachers) on teacher commitment. It was found that over 30 years (teaching experience of teachers) have more commitment than ≤ 15 years, 16-30 years (teaching experience of teachers). This finding is consistent with Turgat (2014) that high experienced teachers are more commitment on their profession than less experienced teachers. This fact pinpointed that more matured teachers are good at coping various problems.

The mean commitment score of over 45 years (age of teachers) was significantly higher than that of ≤ 30 years, 31-45 years (age of teachers). To investigate the differences of teacher commitment by age, ANOVA test was utilized. According to the result, there was significant difference between ≤ 30 years, 31-45 years and over 45 years on teacher commitment. It was found that over 45 years (age of teachers) have more commitment than ≤ 30 years, 31-45 years (age of teachers). The reason maybe older workers are more matured and more commitment in their working conditions than younger workers.

The mean commitment score of teachers in Mon State was significantly higher than that of Ayeyarwady, Yangon, Mandalay Regions and Shan State. To investigate the differences of teacher commitment by region, ANOVA test was utilized. According to the result, there was significant difference between teachers from Ayeyarwady, Yangon, Mandalay Regions, Mon and Shan States on teacher commitment. It was found that teachers from Mon State have more commitment than Ayeyarwady, Yangon, Mandalay Regions and Shan State. The mean commitment score of teachers in Mon State was higher than that of Ayeyarwady, Yangon, Mandalay Regions and Shan State. This mean that teachers in Mon State are more commitment on their profession than teachers in Ayeyarwady, Yangon, Mandalay Regions and Shan State. To confirm the result, ANOVA test was used. The result indicated that region difference was found to be on teacher commitment.

Teacher commitment is influenced by the work situation and satisfaction of the teachers in working conditions. School authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their work, pride and also commitment towards teaching. Satisfaction from the job is necessary for full devotion, commitment of teachers towards the profession. This research explored how teacher commitment is employed as a feature of teaching and learning. Consequently, to understand commitment from the perspective of a classroom teacher, it was appropriate to speak directly to the teachers within their school community. The in-service teachers could still embrace commitment in the classroom, but only if it sustains the collectivist nature of the classroom and school community. Commitment is perceived as individualistic, self-congratulatory, isolating, extrinsic, and self-centered.

Previous research has indicated that commitment experiences can influence individual's adjustment in society in positive or negative ways. Related research shows a strong relationship between pride and commitment level in teachers, learner performance and school-promotion. The mediating role that satisfaction, alternatives and investments made can play in the relationship between pride and commitment. For successful teaching, not only subject knowledge but also effective skills are required. In other words, it can be said that the combination of thinking and feeling is very important. When teachers are highly committed, they feel a sense of pride in their organization and become motivated to work for it. Their positive energy moves to the students

and make the learning more effective. Since teachers have commitment in their profession, teachers are the future designers of students and society.

Conclusion

Professional commitment teachers are required in every educational setting. The role of teachers is very critical in shaping the careers of the students. In order to do that, they have to perform in the best way. Then, teachers need to be well-equipped with necessary skills for their students to encourage basic living habit and attitudes for a healthy, safe and happy life and to nurture the foundations for a healthy mind and body. The performance of teachers relies on many factors. For successful teaching, not only subject knowledge but also effective skills are required. In other words, it can be said that the combination of thinking and feeling is very important. When teachers are highly committed, they feel a sense of pride in their organization and become motivated to work for it. Their positive energy moves to the students and make the learning more effective. If teachers have pride and commitment, they could succeed their performance in the workplace. This study contributes to an understanding of the importance for teachers to have a sense of pride in being teachers to maintain their commitments to teaching. This study provides valuable information on aspects that strengthen and weaken teachers' commitment. Moreover, this study may depict this relationship is instrumental to elicit teacher commitment that enhance students' learning and teachers' career.

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