

PROFESSIONAL COMMITMENT AMONG TEACHER EDUCATORS

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Abstract

In the present investigation, an attempt has been made to study the Professional Commitment among teacher educators. A sample of 78 teacher educators of B.Ed. programme of districts Rohtak and Sonapat was selected through Purposive sampling technique. Scale for Professional Commitment of Teacher Educators by Vishal Sood was used for data collection. Mean, SD and t-test were used to analyze the data. The findings of the study revealed that Teacher Educators of B.Ed. colleges were having high level of Professional Commitment. No significant difference was found in Professional Commitment of Teacher Educators with respect to their gender and type of institution.

Keywords: Professional Commitment, Teacher Educators

A teacher can perform his/her multifarious tasks and responsibilities only if he/she is updated professionally and personally. To train the teachers and to keep them updated is the purview of teacher education. So like various other professions teacher education has assumed special significance. Teacher educators are responsible to provide the totality of the experiences which contribute to the preparation of person for teaching profession and to help to qualify a person to assume the responsibilities as a member of the teaching profession. Teacher educators as a specialized professional group within education system create their own specific identity and have their own specific professional development needs. The educational planners consider professional commitment of teaching professionals as the most important aspect. Professional commitment of teachers is reported to have a pre-established significance in which employees establish bond of agreement related to professional behavior. It ensures that a teacher should be out rightly committed to his work to acquire necessary knowledge and skills without any effective background. Professional commitment of teaching personal means a feeling of dedication towards their profession. Professional Commitment not only seeks all round development of children but also work for their own personal growth. Professional commitment is the willingness to engage with the teaching profession. It is typically conceived as individual's psychological bond of the organization including a sense of job involvement, loyalty and belief. Lodhal & Keiner (1965), "Professional commitment is the degree to which a person's work performance affects his self esteem". Salancik, G.R. (1977) pointed out that the concept of

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commitment is attitudinal in nature. It reflects how much closeness an individual feels with his organization and relationships.”

Vandenberg. R.J. & Scarpello, V. (1994) explained, “Professional commitment as a person’s belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation.”

Review of Related Research

Mary and Annaraja (2015) revealed that there was no significant difference in professional commitment of arts and science stream teachers. Khan (2015) revealed significant mean difference between organizational commitment of public and private school teachers. Private school teachers were observed to experience more commitment as compared to the public school teachers. Madhu and Indu (2015) found a significant difference in professional commitment among teacher educators working in government aided and self financing B.Ed. colleges, teacher educators belonging to self –financing institutions were found more committed towards their profession as compared to their counterparts. Shukla (2014) observed no significant difference between teaching competencies of teachers on high and low levels of job satisfaction. Arjunan , M. & Balamurugan, M. (2013) found no variation between male and female teachers on professional commitment . Professional commitment of school teachers was found positively inclined towards the welfare of students, society, human values and academic excellence.

Shishupal (2001) studied teachers of B. Ed. classes with an intension to engage their commitment to teaching profession. The findings of the study were (i) the teacher trainees exhibited a fair degree of commitment to teaching profession; (ii) cast categories have some influence in determining levels of commitment. Sood & Anand (2010) studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. The findings were: (i) the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh was moderate, (ii) significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience, (iii) NET qualified and Non NET qualified teacher educators were found to have similar level of commitment towards their profession. Sharma S. (2010) studied professional commitment of teacher educators in relation to their organizational climate and

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gender difference and found that gender had no significant influence on the professional commitment of teacher educators teaching in the colleges of education.

Objectives:

1. To study Professional Commitment among Teacher Educators.
2. To compare Professional Commitment among Teacher Educators with respect to their Gender and Type of institution.

Hypotheses:

H_{02.1}. There is no significant difference in Professional Commitment Teacher Educators with respect to their gender.

H_{02.2}. There is no significant difference in Professional Commitment of Teacher Educators with respect to their type of institution.

Methodology

Keeping in view the research evidences, objectives and hypotheses, the investigator found it suitable to go through Descriptive Survey Method.

Sample

The sample for the present investigation was 78 teacher educators of B.Ed. programme selected from different teacher training institutions of Rohtak and Sonapat Districts of Haryana. Purposive sampling technique was used to select the sample.

Tools Used

Scale for Professional Commitment of Teacher Educators by Vishal Sood was used for data collection. The scale comprised of 70 statements. This is five point rating scale. It measures five dimensions (i) commitment to the learner (ii) commitment to the society (iii) commitment to the profession (iv) commitment to achieve excellence for professional actions (v) commitment to basic value.

Statistical Techniques Used

Mean, Standard Deviation and t-test were used for analyzing the data.

Analysis and Interpretation of Data

Table-1

% of Teacher Educators Possessing Level of Professional Commitment

S.No.	Level of Professional Commitment	Number	%
1.	Highly Committed	53	67.95
2.	Moderately Committed	18	23.08
3.	Least Committed	7	8.97

Table-1 reveals that 67.95% of Teacher Educators are highly committed, 23.08% Teacher Educators are moderately committed and 8.97% Teacher Educators are least committed towards their profession.

Table-2

Level of Professional Commitment among Teacher Educators

S.No.	Number of Teacher Educators	Mean	Level of Professional Commitment
1.	78	286.4	High Level

Table-2 reveals that mean value of Professional Commitment among Teacher Educators of B.Ed. colleges is 286.4. This indicates that Professional Commitment among Teacher Educators is of High Level.

Table-3

Comparison of Professional Commitment among Teacher Educators

Variable	N	M	S.D.	t-value	Level of
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						Significance
Gender	Male	32	285.02	38.98	0.77	Not Significant
	Female	46	287.78	32.58		
Type of Institution	Govt.	30	285.03	39.98	0.79	Not Significant
	Aided					
	Self Financing	48	287.77	32.31		

It can be observed from Table-3 that mean scores of Professional Commitment among Male and Female Teacher Educators are 285.02 and 287.78 respectively and values of S.D. are 38.98 and 32.52 respectively. The calculated t-value is 0.77 which is not significant at 0.05 level of significance. Hence, the null hypothesis “H_{02.1} There is no significant difference in Professional Commitment Teacher Educators with respect to their gender” is accepted.

From Table-3 it is inferred that mean scores of Professional Commitment among Teacher Educators of Govt. Aided and Self-Financing institutions are 285.03 and 287.77 respectively and values of S.D. are 39.98 and 32.31 respectively. The calculated t-value is 0.79 which is not significant at 0.05 level of significance. Hence, the null hypothesis “H_{02.2} There is no significant difference between in Professional Commitment of Teacher Educators with respect to their type of institution” is accepted.

Findings and Discussion

67.95% of Teacher Educators are highly committed, 23.08% Teacher Educators are moderately committed and 8.97% Teacher Educators are least committed towards their profession. The mean value of Professional Commitment among Teacher Educators of B.Ed. colleges is 286.4. It indicates that Professional Commitment among Teacher Educators is of High Level. This finding is in lines with the findings of and Singh, Chabra & Chopra (2019) who also found high level of Professional Commitment among Teacher Educators. This finding of the study contradicts the

findings of Sood and Anand (2010) who found moderate level of Professional Commitment among Teacher Educators.

No significant difference was found in Professional Commitment among Teacher Educators with respect to their gender. Hence, it shows that male and female Teacher Educators possess almost same level of Professional Commitment. This finding supports the findings of Sharma S. (2010), Arjunan , M. & Balamurugan, M. (2013), Malik & Sharma (2013) and Singh, Chabra & Chopra (2019) who also found the same results. This finding contradicts the finding of Sood & Anand (2010), Sarah Basu (2016) and Hadiya Habib (2019) who reported that female teachers are more professionally committed as compared to male teachers. No significant difference was found in Professional Commitment among Teacher Educators with respect to their type of institution. It shows that Teacher Educators of Govt. Aide and Self-financing institutions possess almost same level of Professional Commitment. This finding is contradictory with the finding of Gupta & Nain (2015) who found that Teacher Educators working in Self-financing institutions are more professionally committed as compared to their counterparts.

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