

A STUDY OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS

***Sunil Kumar & **Neenu Bala**

***Assistant Prof., Raj Rajeshwari College of Education Chorab (Mansui), Bhota,
Distt. Hamirpur (H.P.)-176041**

**** Lecturer, Raj Rajeshwari College of Education Chorab (Mansui), Bhota ,
Distt. Hamirpur (H.P.)-176041**

ABSTRACT

True education provides us the tools to improve the quality of education. Only a skilled teacher can impart right education so there is a need of teacher educators who are professionally committed. The teacher plays an important role in promoting and nurturing this profession and also plays a crucial role in educating and teaching the future teachers of the society. The major purpose of this research was to understand the professional commitment on the basis of teaching experience among the teacher educators teaching in the different B. Ed. and D. El. Ed. colleges of education in Hamirpur Bilaspur and Mandi districts of Himachal Pradesh. The data was collected from 100 teacher educators according to their sex, locality, qualification, NET qualification, teaching experience, & marital status. The convenient sampling technique was used for data collection. In the present study, Professional Commitment scale for teacher educators (PCSTE) prepared by Dr. Vishal Sood (2011) was used.

KEYWORDS : Education, Teacher Educators, Professional Commitment, Teaching Experience...

INTRODUCTION

In all the professions, teaching is considered as one of the noblest professions. The teacher educators are the persons responsible for preparing quality teachers for the society. So, they must have professional commitment to their profession. A committed teacher educator is an asset to the society. Professional commitment is defined as loyalty & dedication of a person towards his profession and sense of responsibility towards the society. Similarly, a professionally committed teacher gives equal chance to every student according to their abilities, skills and capabilities to choose right stuff in his life at the right time to ensure optimal level of achievement. Teachers are like a burning lamp having burning oil for lighting the mind and hearts of pupil (Kumar & Dhandhi, 2012). Teacher

carries the liability on his shoulders to contribute towards quality education at each level so that he is able to prepare the best minds and good citizens for his country. As the sea of knowledge is growing and incomparable changes of information, knowledge and action revealed in all the walks of the life, the part of teacher become noteworthy in equipping students with necessary shield to protect them from its bad impact and desires to take an optimistic direction. It can only be achievable if teacher uphold a higher level of academic and professional knowledge.

This research aimed to examine the professional commitment of teacher educators with respect to their teaching experience. Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience and as teachers gain experience, their students not only learn more, but are also do better on other measures of success. Teachers' effectiveness increases at a greater rate when they teach in a supportive and friendly working environment, and when they accumulate experience in the same grade level, subject, or district. More-experienced teachers support greater student learning for their colleagues and their school, as well as for their own students.

Of course, there is variation in teacher effectiveness at every stage of the teaching career, so not every inexperienced teacher is less effective, and not every experienced teacher is more effective.

An experienced & committed teacher possesses different qualities to perform and functions proficiently and efficiently in the system. Experience can help them in ensuring and establishing an effective teaching learning process in the field of education. That is why teachers are considered to play a very important role in the field of teaching-learning process.

REVIEW OF THE RELATED LITERATURE

The review of related literature relevant to the present study has been given as under:

Joseph (2003) conducted a study of professional commitment of primary school teachers in relation to working conditions and selected personal factors and found that teaching experience did not contribute significantly in the prediction of professional commitment.

Kohli (2005) studied that teacher educators were moderately committed. Further, no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators.

Sood and Anand (2010) conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and teaching experience had an impact on the professional commitment.

Ahmad (2012) has studied professional commitment among secondary school teachers in relation to the gender, marital status and experience and found that teachers with more than two years? experience have got more professional commitment than that of the less experienced teachers.

Jain (2013) has examined perspective and work commitment of upper education academics towards their teaching profession. The objectives of the study were to find out the difference in the work commitment of teachers with respect to their gender, type of institution and years of experience. The teachers experience less than 10 years have got more work commitment than that of the teachers with more than 10 years? experience.

Basu (2016) conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts and less experienced teachers' exhibit higher levels of professional commitment as compared to their more experienced counterparts.

Pan (2016) in his study found female teachers highly committed as compare to their male counterparts. Also found that teachers having less teaching experience are more committed than those of highly experienced teachers.

Gill & Kaur (2017) examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in teaching experience between professional commitments among senior secondary school teachers.

Hatim & Shakir (2021) studied the professional commitment among secondary school teachers in relation to self-esteem gender and length of service. A sample of 136 secondary school teachers (63 male and 73 female), were selected by using simple random sampling technique from different schools of Aligarh Muslim University. The research results in for that there is no significant relationship between the mean scores of the professional commitment and between the mean scores of self-esteems of secondary school teachers. There is no significant difference in the professional commitment among higher secondary teachers in terms of gender and the length of teaching service (as less than 10 years of teaching experience and more than 10 years of teaching experience).

OBJECTIVE OF THE STUDY

- O.** To study the significant difference of Professional Commitment of Teacher Educators with respect to their Teaching Experience.

HYPOTHESIS OF THE STUDY

- H.** There will be no significant difference in the level of Professional Commitment of Teacher Educators with respect to their Experience.

DELEMITATION OF THE STUDY

- The present study was delimited to B.Ed. and D. El. Ed. Colleges of Himachal Pradesh.
- The present study was delimited to teacher educators of Hamirpur, Bilaspur and Mandi districts of Himachal Pradesh.
- The present study was delimited to only 100 teacher educators of self-financed B.Ed. & D. El. Ed. colleges of Himachal Pradesh.
- The present study was delimited to simple random technique of probability sampling.
- The present study was delimited to the use of only one research tool i.e. Professional Commitment Scale for Teacher Educators by Dr. Vishal Sood (2011).
- The study was delimited to the statistical techniques of Mean, SD, and the 't'-Test only.
- The present study was delimited to in terms of time and money resources.

RESEARCH METHOD

The present study was conducted using descriptive survey method of research.

POPULATION

All the teacher educators of B. Ed. /D. El. Ed. colleges of Hamirpur and Mandi districts were the population of the present study. It includes all male and female teacher educators.

SAMPLE OF THE STUDY

The sample of the study consists of 100 teacher educators (male and female) of B.Ed. /D. El. Ed. colleges selected randomly.

TOOL USED

The investigators used Professional Commitment Scale for Teacher Educators (PCSTE-sv) developed by Dr. Vishal Sood.

STATISTICAL TECHNIQUES USED

To find out the difference in professional commitment of teacher educators Mean, SD and the 't'- test were employed by the investigators.

ANALYSIS AND INTERPRETATION OF DATA

The Table -1 presents the calculated statistics of Professional Commitment of Male and Female Teacher Educators w.r.t. their teaching experience.

Table -1

Significance of Mean Difference in Male and Female Teacher Educators based on their Teaching Experience towards Professional Commitment

The detailed analysis is given in Table -1.

Dimensions of Professional Commitment Towards	Number		Mean		SD		Df	't'-Value	Significance
	Highly Experience Teachers	Low Experience Teachers	Highly Experience Teachers	Low Experience Teachers	Highly Experience Teachers	Low Experience Teachers			
I. Learner	36	64	64.97	63.02	4.87	5.30	98	0.07	NS
II. Society	36	64	61.64	59.53	5.66	6.43	98	0.09	NS
III. Profession	36	64	60.44	58.28	5.60	6.50	98	0.08	NS
IV. Achieve Excellence for Profession	36	64	64.36	62.25	5.43	6.17	98	0.13	NS
V. Basic Values	36	64	56.58	54.91	3.96	4.80	98	0.06	NS
OVERALL	36	64	308.00	298.28	19.68	25.66	98	0.04	NS

NS = Not Significant

The Table - 1 indicates that the obtained 't'-values of high experienced and low experienced teacher educators were found to be 0.07, 0.09, 0.08, 0.13, 0.06 and 0.04 with respect to Professional Commitment towards Learner, Society, Profession, Achieve Excellence in Profession, Basic Values and overall professional commitment, which are not significant at 0.05 level of significance. It means that teacher educators do not differ significantly with respect to their professional commitment on the basis of their teaching experience. Hence, the hypothesis that "There will be no significant difference in professional commitment of teacher educators' with respect to their teaching experience" is accepted. Further it was found that the mean scores of levels of professional commitment of highly experienced and low experienced teacher educators were 308.00 and 298.28 respectively which means that highly experienced educators were professionally more committed as compared to their counterparts.

MAJOR FINDINGS OF THE STUDY

- No significant difference was found in the professional commitment of male and female teacher educators of B.Ed. / D. El. Ed. Colleges.
- Mean Scores shows that experienced teacher educator's shows better professional commitment as compared to their counterparts.

REFERENCES

- **Shamim, A. (2012).** Professional commitment among secondary teachers in relation to their gender, marital status and experience. *Journal of Contemporary Educational Research and Innovations*, 2 (2), 37-39.
- **Basu, S. (2016).** Professional commitment and job satisfaction among secondary school teachers. *An Int. J. Edu. Appl. Soc. Sci.*, 7(3), 255-259.
- **Gill, P.K. & Kaur, H. (2017).** A study of professional commitment among senior Secondary School teachers. *Int. J. Adv. Edu. And Res.*, 2(4), 253-257.
- **Hatim, M., & Shakir, M. (2021).** A Study of Professional Commitment among Secondary School Teachers in Relation to Self-Esteem, Gender and Length of Service. *Educational Quest*, 12(1), 29-35.
- **Jain, M. (2013).** A study of perspective and work commitment of upper education academics towards their teaching profession. Ph.D. Dissertation in Education, Shri Jagadesh Prasad Jhabarmal Tribrewala University, Rajasthan.
- **Joseph, R. S. (2003).** A study of professional commitment of primary school teachers in relation to working conditions and selected personal factors. *Indian Educational Abstracts*, 4(1), 2004.
- **Kohil, K. (2005).** Scale for professional commitment of teacher educators. RPC, Meerut.
- **Kumar, A., & Dhandhi, R. (2012).** Professional commitment of teacher educator in relation to their teacher's effectiveness. *Research Journal of Human Development*, 1(3).
- **Pan, A. (2016).** Professional commitment of teacher educators of self-financed B. Ed. colleges of West Bengal. *The Scholar*, 1(2), 20-28.
- **Sood, V. & Anand, A. (2010).** Professional commitment among B.Ed. teacher educators of Himachal Pradesh.
- **Sood, V. (2011).** Professional commitment scale for teacher educators (PCSTE-sv). Manasvi, Agra.

- <https://larryodonnell.com/blog/the-characteristic-of-commitment>
- <https://pubrica.com/academy/research/why-is-it-important-to-do-a-literature-review-in-research/>
- https://www.adpca.org/wp-/uploads/2021/06/Rogers-Carl-R.-1963_Freedom_and_Commitment.pdf
- <https://www.collinsdictionary.com/dictionary/english/commitment>
- <https://www.philstar.com/the-freeman/opinion/2019/03/08/1899687/professional-commitment-teaching-profession>

Submitted on July 29, 2024
Accepted on August 12, 2024