

Professional Commitment of Teacher Educators Serving in Private B.Ed.Colleges of District Kathua, J&K



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Abstract

The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. So like various other professions, teacher education has assumed special significance. Teacher education is not only meant for teaching the teacher, how to teach, but also to kindle his initiative to keep it alive to minimize evils of the "Hit and Miss" process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is no longer training process, but an education strategy for enabling teacher to teach and concern for the well-being of students. NCTE (1998) has pointed out that teacher programmes shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. A sound programme for professional education of teachers is essential for the qualitative improvement of education. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place of this pious task of preparing future teachers. It is of vital importance that teacher educators should internalize their changing roles and make themselves ready for this change. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society.

The present paper studied the professional commitment of teacher educators serving in various private B.Ed.colleges of district Kathua.

Keywords: Teaching, responsibility, professionally, competencies, commitment, improvement, learning society

Introduction

Teachers play an important role in educating the future members of society through their work in schools. Furthermore, teachers in institutions of higher education, in technical training colleges and in centers of lifelong learning and recurrent education play a critical part in advancing economic and technological development as well as sustaining the well being of the societies they serve. Consequently, the factors influencing the levels of commitment of the teacher in schools and in the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within classrooms and lecture theatres, schools, institutions and learning centers and national systems of education. There is dire need of teacher commitment at all levels of education, with conceptualizing teacher commitment and with the dimensions or different types of commitment, but also with the influences of leadership and working conditions on teacher commitment as well as with the development and maintenance of high levels of commitment among teachers.

It is argued that very little research into the commitment of teachers and other educational workers has been undertaken within systems of education and between systems to examine the differences between the different cultural and religious groups that conduct schools

and institutions. As a consequence it factors that influence the levels of commitment of individuals or the has not been possible to identify the members of the groups collectively, as well as, the interaction effects between the groups and the individuals within the groups. Furthermore, it has not been possible to examine the influences of teacher commitment at both the group and individual levels on the recognized outcomes of education of achievement, participation, retention, attitudes and values. The advances that are taking place in educational research that arise from the collection, storage and examination of data through the use of computer-based technology as well as the rapid evolution of procedures of analysis that is occurring make research in the field of teacher commitment an important one for educational planning and development at all levels.

The quality of an education system and the profession of educators within a system depend mainly on the teachers who guide and carry out most of the tasks and activities of education that take place within the schools and institutions in the system (Tsui& Chen, 1999). Moreover, the teachers play a very significant role in supplying, supporting and promoting instruction and learning of high quality. Working in both classrooms and other groups, teachers are under pressure to provide for and sustain high levels of performance, attitude and behaviour in those whom they teach. Many studies have shown that the quality of teaching was a major influence on student achievement (Darling-Liammond,2000). Moreover, Carroil (1963) identified quality of instruction as a key variable in his model of school learning alongside opportunity to learn, both of which were dependent on the teacher. It is not surprising that teachers and their commitment to their work are exposed to scrutiny and sometimes critical comment from politicians, policy makers, employers, parents, students and other stakeholders. Policy-makers and society have high expectations of teachers as professional persons, role models and community leaders. Teachers are commonly asked to manage the far-reaching changes that are taking place both inside and outside schools and institutions of higher education and to implement complex reforms in education systems. The gradual shifts to life-long teaming and development alongside the expansion of university and technological education are making growing demands on those who work in such fields, because the resources provided for such changes, that are extremely expensive, even when supported by industry and commerce, are limited. Quality education cannot be achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nurture values that will guide the subsequent use of the learning of both knowledge and skills in the wider world outside the classroom and lecture theatre. Park (2005) advanced two strong reasons why teacher commitment should be emphasized in the fields of education. First, commitment was an internal force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work as their level of participation in education

had grown. Second, there were external forces directing both reform and development in education and seeking higher standards and greater accountability that were dependent upon each teacher's combined efforts, as well as, the sustained efforts of the teachers within each school of institutional group.

Similarly overload and disorderly class environments prevented teachers from developing nurturing relationships with other community members. This social withdrawal both angered and relieved the informants. It angered them when they had to cut on their familial activities, but it relieved them as far as their colleagues were concerned, primarily because they felt that many educators still considered a teacher's inability to meet his or her workload a personal as opposed to an organizational problem that revealed the individual' inability to adjust to his or her environment. Teachers with disorderly classes echoed a similar concern for their professional image, which also led them to distance themselves from specific community members.

Low feelings of community were also fostered by the teachers' felt inability to influence the school decisions and goals. Lack of participative decision making processes, the teachers' inability to influence the principals' decisions regarding the school budget and school wide norms regarding educational matters, the principals' unresponsiveness to teachers' complaints, favoritism, and/or the principals' conflict resolution tactics and overall emphasis on structure and rules strengthened the informants' feelings of alienation, powerlessness, and meaninglessness.

Generally, informants found it difficult to build nurturing relationships with community members who were invisible, unsupportive, overly critical or aggressive, who attempted to infringe on their professional autonomy through hostile influence tactics, or who tried to rally them against another community member whom they admired or respected. They also expressed as strong dislike of educators who tended to put their personal or professional concerns ahead of the children's and/or did not show a strong commitment to the children's learning.

Keeping in view the above facts, the present investigation was undertaken to study the professional commitment of teacher educators serving in the private B.Ed. colleges of district Kathua.

Objectives of The Study

1. To study professional commitment among B.Ed. teacher educators.
2. To study gender-wise difference in professional commitment of B.Ed. teacher educators.
3. To study difference in professional commitment of married and unmarried B.Ed. teacher educators.
4. To study differences in professional commitment of married and unmarried B.Ed. teacher educators in the male and female group respectively.

Hypotheses of The Study

1. There will be no significant difference in professional commitment of male and female B.Ed. teacher educators.
2. There will be no significant difference in professional commitment of married and unmarried B.Ed. teacher educators.
3. There will be no significant differences in professional commitment of married and unmarried B.Ed. teacher educators in the male and female groups respectively.

Delimitations of The Study

1. The present study was confined to the teacher educators serving in various private B.Ed. colleges of district Kathua of J&K State.
2. The present study was confined to the private B.Ed. colleges affiliated to University of Jammu only.
3. The present study was confined to the English knowing teacher educators as the tool used was in English language.

Review of Literature

The review of related literature involves locating studying and evaluating observation and the opinion related to individual planned research project. A review of the related literature is helpful to develop the insight of the investigator. It suggests methods, procedure, source of data and statistical techniques appropriate to the solution of problem.

The present investigation is not the first to work in this field but trying to add one grain in the vast field of educational research. It is presumed that the survey of related studies will make the present investigation more correct and to the point. It enables the researcher to perceive the gap in the concerned field. Very few research studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here.

Goyal (1980) indicated that a large majority of teacher educators were favourably inclined towards their profession, satisfied in their job but not well adjusted as well as had low professional interest. Baugh & Roberts (1994) studied professional and organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. Raina, V.K. (1998) strongly advocated that the research on teaching teachers stands in sharp contrast to research on teaching youngsters. Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment.

Bogler & Somech (2004) examined the distinctive relationship of teachers' professional and organizational commitment with participation in

decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas participation in the technical domain was positively related with only teachers' professional commitment. Choudhary, S.R. (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction.

Usha, P & Sasi Kumar, P (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester, J.M. (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

Kohli, K (2015) rightly remarked that the study of teacher educators remained an area that was neglected by researchers. Salaria, Neena (2016) found major difference between the male and female teacher educators on professional commitment.

Plan and Procedure

Taking a specific pinpointed problem and trying to find a solution in a specific manner to it, is a procedure of research. Every researcher tries his best to establish the data collected. To achieve this factual material or data, unknown or untapped so far, is essential in every study and has to be obtained from various sources direct or indirect. It is necessary to adopt a systematic procedure to collect the essential data. Relevant data, adequate in quantity or quality should be sufficient, reliable and valid otherwise the investigator is sure to lose his aim in bewilderment.

Population

The entire population of the present study comprised of all the teacher educators serving in various private B.Ed. colleges of district Kathua.

Sampling

The sample of the present study comprised of 100 teacher educators serving in various B.Ed. colleges of district Kathua comprising of equal number of male and female teacher educators and equal number of married and unmarried teacher educators in both sexes. These teacher educators were picked from various colleges randomly.

Table 1: Detail of Sample from B.Ed. Colleges of district Kathua

S No	Name of B.Ed College	Male	Female	Total
1	Ashoka College of Education, MankeTalab, Kathua	7	4	11
2	Vivekanand College of Education, Lakhampur, Kathua	4	5	9
3	Ramisht College of education Basohli, Kathua	7	7	14
4	Guru Gang College of Education, Chhan Arorian, Kathua	6	6	12
5	Rajiv Gandhi College of Education, Kalibari, Kathua	8	8	16
6	Surya College of Education, Barwal, Kathua	5	6	11
7	Baba Farid College of Education, Kathua	8	7	15
8	TDS College of Education, Kathua	5	7	12
	Total	50	50	100

Table 2: Detail of married and unmarried teacher educators from both sexes

S No	Sex	Married	Unmarried	Total
1	Male	25	25	50
2	Female	25	25	50
		50	50	100

Tool Used

In the present study, Professional Commitment Scale for Teacher Educators, prepared by Dr. Vishal Sood was used to collect the data for the study. This scale measures and assesses commitment level of teacher educators towards their profession of teaching. This scale measures the different dimensions of professional commitment viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to the basic values. The test-retest reliability of the scale was found to be 0.79.

Statistical techniques employed

Mean S.D and C.R Values**Analysis of Data and Presentation of Results**

The data obtained by administering Professional Commitment Scale on the teacher educators serving in various private B.Ed. colleges of District, Kathua, was analyzed with the help of

Table 4: Comparison of mean scores on "Professional Commitment" between the male and female teacher educators

Sex	N	M	S.D	σ_d	σ_{dm}	CR
Male Teacher Educators	50	157.5	36.89	5.22	7.60	3.68*
Female Teacher Educators	50	185.5	39.10	5.53		

*Significant at .01 level

Mean comparison between married and unmarried teacher educators serving in B.Ed. colleges with regard to professional commitment

The third objective of the present study was to study difference in professional commitment of

Table 5: Comparison of mean scores on "Professional Commitment" between married and unmarried teacher educators

Marital Status	N	M	σ	σ_{dm}	σ_{dm}	CR
Married Teacher Educators	50	193.5	35.9	5.07	7.50	4*
Unmarried Teacher Educators	50	163.5	39.1	5.53		

*Significant at 0.1 level

Mean comparison between male married and unmarried teacher educators serving in B.Ed. colleges with regard to professional commitment.

The first part of fourth objective of the present study was to study difference in "Professional

statistical techniques viz. Mean, S.D. and C.R. The present study has been analyzed under the following headings.

Mean value and S.D. of teacher educators serving in private B.Ed. colleges

The first objective of the present study was to study professional commitment among B.Ed. teacher educators. The professional commitment scale was administered on 100 teacher educators. The scores obtained were analyzed by calculating the Mean and S.D. of the scores which is presented in table 3.

Table 3: Mean value and S.D. of 100 B.Ed. Teacher Educators

Type of teacher	N	M	S.D.
Teacher Educators	100	171.50	40.51

Mean comparison between male and female teacher educators serving in B.Ed. colleges with regard to professional commitment

The second objective of the present study was to study gender wise difference in professional commitment of B.Ed. teacher educators. The male and female teacher educators were compared on "Professional commitment" scores. This comparison is presented in the table 4.

married and unmarried B.Ed. teacher educators. The married and unmarried teacher educators were compared on the "Professional Commitment" scores and this comparison is presented in the table 5.

Commitment" of married and unmarried B.Ed. teacher educators in the male group. The male married as well as male unmarried teacher educators were compared on "Professional Commitment" scores and the comparison is presented in the table 6.

Table 6: Comparison of mean scores on “Professional Commitment” between the male married and unmarried teacher educators

Sex	Marital Status	N	M	S.D.	σd	σdm	CR
Male Teacher Educators	Married	25	190.5	366	7.30	10.7	2.99*
	Unmarried	25	158.5	39.2	7.84		

*Significant at .01 level

1. Mean comparison between female married and unmarried teacher educators serving in B.Ed. colleges with regard to professional commitment

The second part of fourth objective of the present study was to study difference in Professional

Table 7: Comparison of mean scores on “Professional Commitment” between the female married and female Unmarried Teacher Educators

Sex	Marital status	N	M	S.D.	σd	σdm	C.R.
Female Teacher Educators	Married	25	196.5	34.8	6.97	10.3	2.71*
	Unmarried	25	168.5	38.2	7.64		

*Significant at .01 level

Findings

- 1 The teacher educators serving in B.Ed. colleges show moderate level of professional commitment.
- 2 There is found significant difference between the male and female teacher educators. The female teacher educators show higher professional commitment than male teacher educators.
- 3 There is found significant difference between the married and unmarried teacher educators. The married teacher educators show higher professional commitment than the unmarried teacher educators.
- 4 There is found significant difference between the male married and male unmarried teacher educators. The male married teacher educators depict higher professional commitment than the male unmarried teacher educators.
- 5 There is found significant difference between the female married and female unmarried teacher educators. The female married teacher educators depict higher professional commitment than female unmarried teacher educators.

Conclusions

In the present study, the teacher educators depicted moderate professional commitment. The female teacher educators showed higher professional commitment than male counterparts. Moreover the married teacher educators showed higher professional commitment than unmarried teacher educators. Similar results were found between married and unmarried teacher educators in the male and female groups.

Suggestions

There is a dire need to enhance the professional commitment level of B.Ed. teacher educators so that they can give their optimum to the teacher trainees. There should be healthy academic environment in the training colleges so that the students may feel satisfied and comfortable. The teacher training institutions should give the teacher educators opportunity to attend orientation programmes, refresher courses, workshops etc. organized by various agencies. This will help in

Commitment of married and unmarried B.Ed. teacher educators in the female group. The female married as well as unmarried teacher educators were compared on “Professional Commitment” scores and the comparison is presented in the table 7.

updating their knowledge, skills, and competencies and ultimately will result in enhanced commitment towards their profession. In this regard, it has been recommended by Maheshwari,A (2003) that professional development programmes like seminars and refresher courses could help teachers to become professionally more committed. Further, there is a need of regulatory bodies in the field of teacher education like NCTE and affiliating universities should strictly initiate steps to enforce rules and regulations especially which are related to welfare of teacher educators. Healthy academic environment, more salaries and other facilities might enhance commitment among teachers. This initiation will be a great boon and boost for enhancing the professional commitment among teacher educators.

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