

Pr-Service & In-Service B.Ed. Trained Teachers - Their Professional Commitment



Ulfat Jan

Assistant Professor,
Deptt. of Education,
Govt. College of Education,
M.A. Road, Srinagar

Mahmood Ahmad Khan

Senior Professor,
Deptt. of Education,
University of Kashmir
Kashmir

Abstract

Education is the tool for social change and national development and the teacher is the agent of social change. A committed teacher is an asset of educational system. Teaching is not only a profession but also a social service. Teacher is the social designer. But the condition is he/she should be involved and committed to his job. Teachers deeply committed to their profession and content with their work play a more constructive role in the precious years of the student's life. Teachers are directly connected with the future of the students. They are role models of the students. So they have to prove themselves as friend, philosopher, guide and facilitator. Teacher's belief, behaviour, attitude, job satisfaction and professional commitment influence their work. In this respect we require teachers who are trained, motivated and committed to their profession. Present study was conducted to study Professional commitment of Pre-service B.Ed. trained teachers and In-service B.Ed. trained teachers. Three hundred Pre-service and Three hundred In-service B.Ed. trained teachers were randomly selected as the sample of the study. 't' test, mean, SD was used to analyse the data. The results indicate that there is significant difference between Pre-service and In-service B.Ed. trained teachers on commitment to the society and on commitment to the profession dimensions of professional commitment. This clearly indicates that Pre-service B.Ed. trained teachers are more committed to the society and more committed to the profession than In-service B.Ed. trained teachers. There is no significant difference between Pre-service and In-service B.Ed. trained teachers on composite scores of professional commitment.

Keywords: Professional Commitment, Pre-Service B.Ed. Trained Teachers, In-Service B.Ed. Trained Teachers.

Introduction

Teachers in modern India have assumed a very important role. After independence some expectations have developed regarding the profession of teaching. Teacher is the builder of the nation and development of the country is directly related with the quality of education given to the students. The quality of the education in turn depends on the teachers i.e., how much they are involved and committed to their profession. The quality of teaching is not only governed by knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (Rikard, 1999). Teacher's commitment has been identified as one of the most critical factors in the success of education (Huberman, 1993). NCTE has analysed the existing curriculum of teacher education from the point of view of competency areas. It has emerged that to enhance the quality of school education equal emphasis needs to be given to competencies, commitment and willingness to perform. Requisition of competencies alone will not be sufficient until and unless teachers are fully committed. Teacher commitment areas identify include commitment to the learner, commitment to the society, commitment to the profession, commitment to attain excellence, and commitment to basic human values. Goyal (1980) indicated that a large majority of teacher educators were favourably inclined towards their profession, satisfied in their jobs but not well adjusted as well as had low professional interest. Bogler & Somech (2004) examined the distinctive relationship of teacher's professional and organisational commitment with participation in decision making and with organisational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and organisational commitment, whereas participation in technical domain

was positively related with only teacher's professional commitment.

Sood and Anand (2010) found that the professional commitment of B.Ed. teacher Educators in Himachal Pradesh was of moderate level and found that their exist no significant difference in professional commitment of male and female teacher educators. Srivastava (1986) reported that female teachers are significantly more professionally honest as compared to male teachers. Sengupta (1990) indicated that a large portion of male teachers have higher professional involvement in comparison to women teachers.

Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students, achievement, and attitudes toward school (Nias, 1981; Firestone, 1996; Graham, 1996; Louis, 1998; Tsui & Cheng, 1999).

The phenomenon of teachers' professional commitment has attracted research attention in different parts of the world because of its implications for teacher retention (Ingersoll *et al.*, 1997; Yu & Leithwood, 2002; Kelchtermans, 2005; Mayer, 2006; Smethem, 2007; Troman, 2008). Some researchers suggest that novice teachers in the 21st century show less commitment in teaching (Mayer, 2006; Ha, *et al.*, 2008) and in the West there is evidence that the attrition rate among beginning teachers is around 40% to 50% (Ingersoll & Smith, 2003). Research has also established that a host of studies has been carried out by a number of investigators. The role of teacher demands the best qualities of dedication and commitment. A teacher has to play a variety of roles during the course of his career. He may act as instructor, motivator, examiner, guide and counselor (Chooch, 2005).

Professional commitment of teachers in relation to responsibility, over-load, role ambiguity, locality and personality factors of teachers have also been the interest of researchers. In this regard, Gage, 1963; Hamachek, 1969; Koul, 1972; Maheswari, 1976; Gupta, 1976; Sharma, 1978; Mishra, 1980; Singh, 1981; Bhagoliwal, 1985; Wangoo, 1986; Mattoo, 1987 studied the characteristics and qualities of teachers to make them effective tools for changing the young minds of children towards better teaching learning strategies.

Gupta and Nain, (2015) examined professional commitment among teacher educators of B.Ed colleges. Qureshi, (2015) found that male university teachers are committed to the learner, male and female university teachers are different from each other on commitment to the society, committed towards their profession to an equal extend. Basu, (2016) revealed that the gender and length of teaching experience influence the professional commitment of secondary school teachers. The type of school did not have any significant effect. Gender, type of school and length of teaching experience were found to be influence the job satisfaction of the secondary school teachers. The professional

commitment and job satisfaction of the secondary school teachers was found to be positively correlated.

Investigations were also carried on professional commitment of teacher educators (Goswami and Choudhury, (2016); Pan, (2016); Sasikumar, (2017)). Thokar, (2017) found male and female school teachers differ significantly on various levels of professional commitment. Male teachers have high commitment towards profession than female teachers. Bashir, (2017) observed a significant difference between male and female school teachers in their job satisfaction, no significant difference was found between male and female secondary school teachers in their professional commitment and positive significant relationship between job satisfaction and professional commitment. Attri and Devi, (2017) explored relationship between professional commitment and self efficacy of secondary teacher educators. Aur and Ranu, (2017) examined class room management in relation o professional commitment of secondary school teachers.

From the studies cited above it is clear that all the studies on Professional Commitment have been conducted on teacher educators, male and female teachers, married and unmarried teachers, teachers of High and Higher Secondary Schools, teachers of residential and non residential schools, teachers of rural and urban Secondary Schools. Only few studies by Mama (1980), Singh (1980), Raina (1981), Bailkeri (1983), Syag (1984), Butala (1987), Roy *et. al.*, (1986), Rakesh & Kiran (2016) have been conducted on Pre-service and In-service teachers, out of these studies Mama (1980) conducted study on impact of In-service education on teachers in the state of Maharashtra, Singh (1980), conducted a critical study of the programme of Pre-service and In-service education of teachers of higher education in India, Raina (1981) conducted a factorial study of the personalities, attitude of teaching and creativity of In-service and student teachers belonging to three subject areas. Bailkeri (1983) conducted a study on effect of self instrumental remedial micro teaching course on the instructional competence of In-service secondary school mathematics teachers, Syag (1984) conducted a study on teaching competence of Pre-service and In-service teachers trained through different treatment of micro teaching, Butala (1987) conducted a critical enquiry into In-service educational programmes conducted by secondary teachers training colleges of Gujarat state, Roy *et. al.*, (1986) conducted a study on scientific attitude of In-service and Pre-service science teachers, Rakesh & Kiran (2016) conducted a study on attitude towards teaching profession among Pre-service teachers in Shivamoga city. Very few studies have been conducted on Pre-service and In-service B.Ed. trained teachers on professional commitment at national level and none of the studies has been conducted on Pre-service and In-service B.Ed. trained teachers in Kashmir. With this back ground the present investigator decided to make a humble attempt in this direction to conduct study on Professional Commitment of Pre-service and In-service B.Ed.

trained teachers.

Need and Importance

Training is necessary for efficient work in a particular job. Without Pre-service training it is risky to employ a person on teaching profession. He may fail in his job, may have negative attitude and may be less commitment to the profession. Dissatisfied and less committed teachers are curse for the education system. By having B.Ed. before being employed as a teacher, a person makes his mind set for the profession, develops motivation, attitude and commitment for the profession. As training and creative bent of mind, is correlated with professional commitment. Teaching is a dynamic activity requires multidimensional competencies, favourable attitudes and commitment from its practitioners. A committed teacher develops a conducive learner friendly environment in the class room having fruitful effect on learning. A person enters in the teaching profession with training are more committed to his profession as he pursues the training to opt teaching as a profession, while a person who picks up a job and then gets training may or may not be committed to his profession. Being a student of research it is felt that it is doubtful and in order to prove whether the Pre-service B.Ed. trained teachers have high level of professional commitment than In-service B.Ed. trained teachers' needs exploration. Therefore the present investigators thought that the study will go long way to help the educators, administrators and policy planers whether B.Ed. training is more effective and fruitful at Pre-Service level or at In-service level so that effective measures can be taken accordingly at the time of recruitment. With this back ground the investigators conducted study on Pre-service and In-service B.Ed. trained teachers -their professional commitment.

Operational Definitions of Variables

Professional Commitment

In the present study Professional Commitment means the scores obtained by the sample subjects on Professional Commitment Scale developed by Ravinder Kaur, Sarabjeet Kaur Ranu and Sarvejeet Kaur Brar (2011). The scale has five dimensions a) Commitment to Learner b) Commitment to Society c) Commitment to Profession

d) Commitment to Achieve Excellence e) Commitment to Basic Human Values.

Pre-Service B.Ed. Trained Teacher

A teacher who has completed his B.Ed. before being employed as a teacher with minimum three years teaching experience.

In-Service B.Ed. Trained Teacher

A teacher who has completed B.Ed. after being employed as a teacher

Objectives of the Study

1. To study the Professional Commitment of Pre-service and In-service B.Ed. trained teachers factor wise viz., a). Commitment to Learner b). Commitment to Society c). Commitment to Profession d). Commitment to Achieve Excellence e). Commitment to Basic Human Values.
2. To study the Professional Commitment among Pre-service and In-service B.Ed. trained teachers. (Composite scores)

Null Hypotheses

1. There is no significant difference between Pre-service and In-service B.Ed. trained teachers on Professional Commitment. (Factor wise)
2. There is no significant difference between Pre-service and In-service B.Ed. trained teachers on Professional Commitment. (Composite scores)

Methodology and Procedure

Sample

Three hundred Pre-service and three hundred In-service B.Ed. Trained Teachers were randomly selected from Government High School and Higher Secondary Schools of Kashmir who had pursued their B.Ed. from Government College of Education M. A. road Srinagar. Pre-service B.Ed. Trained Teachers were selected who were with minimum three year teaching experience as a government teacher.

Tool

The Investigator selected Kaur *et. al.*, (2011) Professional Commitment scale as a tool for the measurement of Professional Commitment.

Analysis of Data

Mean, S.D and 't' test were used to analyse the data. Bar diagrams were plotted in order to make the results transparent.

Table No. 01

Showing the Significance of Difference between the Mean Scores of Pre-service B.Ed. Trained Teachers (N=300) and In-service B.Ed. Trained Teachers (N=300) on various dimensions of Professional commitment.

Group	Dimension	Mean	S.D.	't'- value	Result
Pre-service B.Ed. Trained Teachers (PSBTT)	Commitment to the learner	35.52	2.89	1.06	Not Significant
In-service B.Ed. Trained Teachers (ISBTT)		35.35	1.63		
Pre-service B.Ed. Trained Teachers (PSBTT)	Commitment to the society	36.90	5.65	3.72	Significant at 0.01 level
In-service B.Ed. Trained Teachers (ISBTT)		35.30	5.20		
Pre-service B.Ed. Trained Teachers (PSBTT)	Commitment to the Profession	32.21	4.63	2.55	Significant at 0.05 level
In-service B.Ed. Trained Teachers (ISBTT)		31.19	5.32		
Pre-service B.Ed. Trained Teachers (PSBTT)	Commitment to the Achieve Excellence	34.24	3.01	0.07	Not Significant
In-service B.Ed. Trained Teachers (ISBTT)		33.98	3.50		
Pre-service B.Ed. Trained Teachers (PSBTT)	Commitment to the Basic Human Values	32.14	4.12	0.06	Not Significant
In-service B.Ed. Trained Teachers (ISBTT)		32.94	4.28		

Table No. 02

Showing the Significance of Difference between the Mean Scores of Pre-service B.Ed. Trained Teachers (N=300) and In-service B.Ed. Trained Teachers (N=300) on Professional Commitment (Composite Score).

Group	Mean	S.D.	't'- value	Result
Pre-service B.Ed. Trained Teachers (PSBTT)	170.78	22.81	0.61	Not Significant
In-service B.Ed. Trained Teachers (ISBTT)	171.00	23.68		

Fig.01

Comparison between Pre-service B.Ed. Trained Teachers (PSBTT) N = 300 with In-service B.Ed. Trained Teachers (ISBTT) N = 300 on various Dimensions of Professional Commitment.

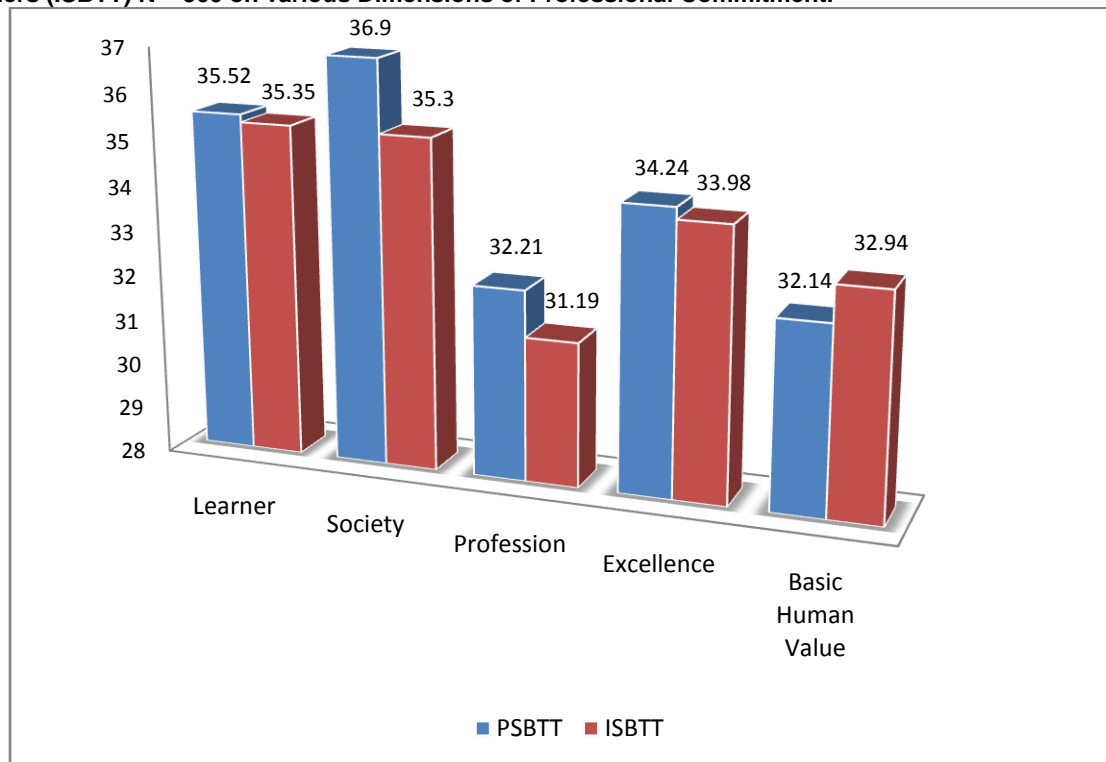
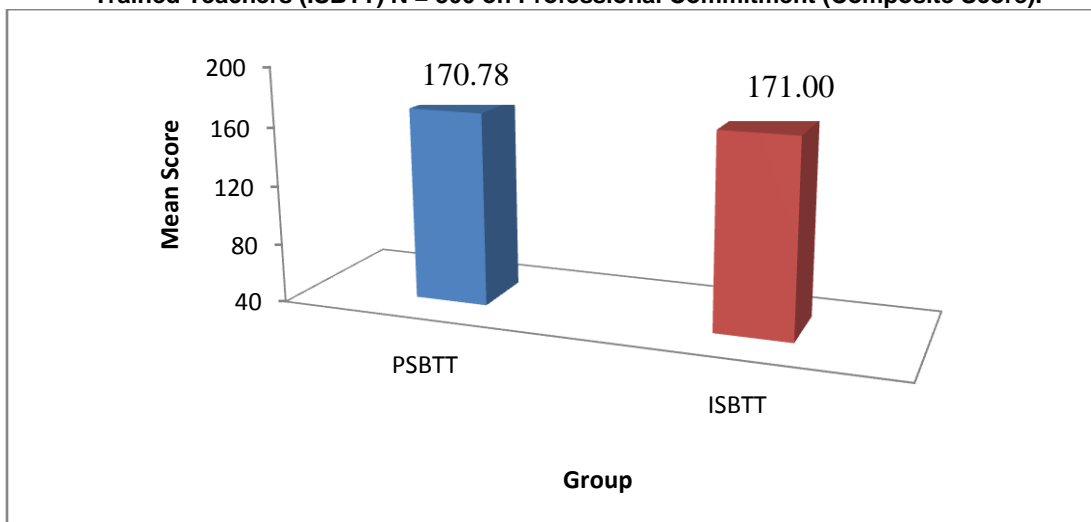


Fig.02
Comparison between Pre-service B.Ed. Trained Teachers (PSBTT) N = 300 with In-service B.Ed. Trained Teachers (ISBTT) N = 300 on Professional Commitment (Composite Score).



Comparison between Pre-service B.Ed. Trained Teachers (N = 300) and In-service B.Ed. Trained Teachers (N = 300) on various dimensions of Professional Commitment.

The perusal of table 01 shows the mean difference between Pre-service B.Ed. trained Teachers and In-service B.Ed. trained Teachers on commitment to learner dimension of Professional Commitment. The mean score of Pre-service B.Ed. trained teachers is reported to be (M = 35.52) and in case of In-service B.Ed. Trained teachers is reported to be (M = 35.35). The calculated 't' -value is not significant. This justifies that the Pre-service and In-service B.Ed. trained teachers are on the same platform so far as their Commitment to learner is concerned. Therefore no decisive decision can be taken.

The results presented in table 01 on commitment to learner dimension of profession commitment are further substantiated by figure 01.

The perusal of table 01 reveals the significance of mean difference between the pre-service and In-service B.Ed. trained teachers on Commitment to Society dimension of Professional Commitment. The mean score of Pre-service B.Ed. trained Teachers is reported to be higher (M = 36.90) than the In-Service B.Ed. trained Teachers (M = 35.30). The obtained 't' - value came out to be 3.72 which is significant at 0.01 level. The results make it clear that Pre-service B.Ed. trained Teachers possess better commitment to society than In-Service B.Ed. trained Teachers. On the basis of the results it can be inferred that Pre-service B.Ed. Trained Teacher believe that students can become good citizens only when teachers are good and hard working. They are reported to be sensitive towards societal affairs. Pre-service teachers believe that teacher is a significant agent of Social Change. The results seem to be justified on the basis that Pre-service B.Ed. Trained Teacher have pursued B.Ed. programme before joining the profession and this training has made them committed to the profession and has developed

commitment among the teachers towards society. As Pre-service teachers have joined the profession by choice.

The results presented in table 01 on Commitment to Society dimension of professional commitment are further substantiated by figure 01 where figure shows remarkable difference on Commitment to Society between Pre-service B.Ed. trained teachers and In-service B.Ed. trained teachers.

The perusal of table 01 makes it clear that there is significant difference between Pre-Service B.Ed. trained Teachers and In-service B.Ed. trained Teachers on Commitment to Profession area of Professional Commitment Scale. The obtained 't' - value on Commitment to Profession is 2.55 which is greater than the table 't' - value at 0.01 level. This means that Pre-service B.Ed. trained teachers are highly committed to profession than In-service B.Ed. trained teachers. Pre-service B.Ed. trained teachers have reported that teaching profession appears to be interesting all the time and they never get upset when anybody speaks ill of teaching profession and they are not ready to change their profession if they are offered high salary elsewhere. The results seem to be justified on the basis that Pre-service B.Ed. trained teachers have pursued their B.Ed. programme before entering in the profession. It makes clear that Pre-service teachers have joined the profession by choice. Pre-service B.Ed. training programme has developed commitment among the teachers towards teaching profession.

The results presented in table 01 on Commitment to Profession are further substantiated by figure 01 where figure shows remarkable difference on Commitment to Profession between Pre-service B.Ed. trained teachers and In-service B.Ed. trained teachers.

The perusal of table 01 reveals the mean differences between the pre-service and In-service B.Ed. trained teachers on Commitment to Achieve Excellence on Professional Commitment Scale. The

mean score of Pre-service B.Ed. trained Teachers is reported to be (M = 34.24) and In-service B.Ed. trained Teachers as (M = 33.98). The calculated 't' – value is not statistically significant. This justifies that both Pre-service and In-service B.Ed. trained Teachers are on the same platform. Therefore no conclusive decision can be taken about this factor of professional commitment.

The results presented in table 01 on Commitment to Achieve Excellence are further substantiated by figure 01 where figure shows no remarkable difference on Commitment to achieve Excellence between Pre-service B.Ed. trained teachers and In-service B.Ed. trained teachers.

The perusal of table 01 makes it clear that the mean score of Pre-service and In-service B.Ed. trained Teachers on commitment to basic Human values is (M = 32.14) and (M = 32.94) respectively. The calculated 't' – value was reported to be 0.60 which reported to be insignificant. The results reveal that both Pre-service and In-service B.Ed. trained Teachers are on the same platform so far as their commitment to basic human values are concerned. Therefore no decisive decision can be taken.

The results presented in table 01 on Commitment to basic Human Values are further substantiated by figure 01 where figure shows no remarkable difference on Commitment to basic Human Values between Pre-service B.Ed. trained teachers and In-service B.Ed. trained teachers.

Comparison between Pre-service B.Ed. Trained Teachers (N = 300) and In-service B.Ed. Trained Teachers (N = 300) on Professional Commitment (Composite Score).

The perusal of table 02 makes it obvious that the mean of Pre-service B.Ed. trained Teachers (M = 170.78) is less than the mean scores of In-service B.Ed. trained Teachers (M = 171.00) on Composite scores of Professional Commitment. The difference between their Professional Commitment is not statistically significant. This justifies that the Pre-service and In-service B.Ed. trained teachers are on the same platform so far as their Professional Commitment is concerned.

The results presented in table 02 on Professional Commitment are further substantiated by figure 02 where figure shows no difference of Composite scores of Professional Commitment between Pre-service and In-service B.Ed. trained teachers. Therefore no decisive decision can be taken about their Professional Commitment.

The results analyzed and discussed on factor wise scores of Professional commitment make it clear that there is significant difference between Pre-service and In-service B.Ed. trained teachers on some factors of Professional commitment. Therefore the Null hypothesis.

No. 01

“There is no significant difference between Pre-service and In-service B.Ed. trained teachers on Professional commitment (Factor wise) is partially accepted.

The results analyzed and discussed on Composite Scores of Professional commitment reveal

that there is no significant difference between Pre-service and In-service B.Ed. trained teachers on Professional commitment. Therefore the Null hypothesis

No. 02

“There is no significant difference between Pre-service and In-service B.Ed. trained teachers on composite scores of Professional commitment is accepted.

Conclusion

1. Pre-service B.Ed. Trained Teachers and In-service B.Ed. Trained Teachers differ on commitment to the society and commitment to the profession dimensions of professional commitment.
2. Pre-service B.Ed. Trained Teachers and In-service B.Ed. Trained Teachers don't differ on commitment to the learner, commitment to achieve excellence, commitment to basic human values dimensions of professional commitment.
3. Pre-service B.Ed. Trained Teachers and In-service B.Ed. Trained Teachers don't differ on Professional Commitment. (Composite Score)

Inferential Suggestions

1. Trainings like B.Ed. and M.Ed. should be given importance at the time of recruitment so that motivated teachers should be appointed who have chosen teaching as a profession before employment as a teacher.
2. Teachers should involve themselves with issues and problems of society. They should involve themselves with Societal affairs this will develop commitment among teachers towards society.
3. Working environment of the school should be made conducive to retain committed teachers.
4. The eligibility for recruitment of teaching profession should be made B.Ed. compulsory as B.Ed. training gives real school life experiences to the teachers.
5. At the time of recruitment B.Ed. training should be given priority/preference as trainings develop confidence among the teachers to face the challenges of the class room.
6. Policy planners should rethink on the recruitment policy for the teaching profession keeping B.Ed. basic eligibility for the appointment of post of teacher.
7. Different Trainings like Workshops, Orientation Programmes, Awareness Programmes should be organized for sensitizing the teachers who are less committed to profession and have less attitude towards teaching profession in order to develop favourable attitude and commitment among them towards teaching profession.
8. Awareness programmes should be conducted for teachers to aware them that teaching is not only to earn livelihood but also commitment to enhance learning potential.
9. Frequent trainings should be given to the teachers to develop diverse teaching techniques for effective teaching.
10. Pre-service training develops insight among the teachers to tackle the problems of class room, develops different skills through micro teaching

and develops commitment among the teachers towards profession. Therefore, due consideration should be given to Pre-service B.Ed. training while appointing teachers.

11. Pre-service B.Ed. training proves to be value orientation programmes for teachers to develop commitment towards society.
12. Pre-service B.Ed. training proves to be fruitful for teachers to develop commitment to the profession.
13. Training to the teachers is effective in helping them to develop the qualities and art of teacher.
14. The policy planners and administrators should be sensitized through workshops that Pre-service B.Ed. trained teachers have better attitude towards teaching than In-service B.Ed. trained teachers so that they will rethink to appoint teachers with B.Ed. as an essential qualification.
15. In the present study Pre-service B.Ed. trained teachers have better professional commitment than In-service B.Ed. trained teachers. Therefore educational planners and administrators should be sensitized through workshops and discussion sessions about the importance of appointment of teacher with B.Ed. as an essential qualification so that they can motivate the Government to change policy decision and raise the basic eligibility for the appointment of teacher as B.Ed. it would decidedly help our schools to have teachers will better professional commitment.

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