

# A SURVEY OF THE PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS OF PUNJAB IN THE DEMOGRAPHIC PERSPECTIVE

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## ABSTRACT

*The purpose of present study was to investigate the professional commitment of teacher educators with respect to certain demographic variables including their gender, location and teaching experience. In this connection, a sample consisting of 543 teacher educators were selected from teacher training education colleges of Punjab by using purposive sampling method. To measure professional commitment of teacher educators, Professional Commitment Scale standardized by Kohli (2005) was used. Data was analysed using t-test for independent groups. Findings of this study revealed that professional commitment of teacher educators do not differ significantly with respect to gender and location but significantly differ with respect to teaching experience. Teacher educators with higher teaching experience were found to have higher professional commitment.*

**Keywords:** Professional Commitment, Teacher Educators, Demographic variables, Gender, Location, Teaching Experience

## Introduction

Education is the essential tool which makes the society quite dynamic and innovative. It transfers culture, ethics and values from one generation to another. It is through education that all round development of the individual takes place. Development and success of any nation depends on good quality of education which of course depends on good quality of educational institutes and teachers. Teachers form the heart and soul of every educational institution. They are called the nation builders as they prepare future citizens. Thus, teachers are pillars of society and nation and no nation can progress without good teachers. Today, taking into account the needs and demands of the present society and changing system of education, a teachers' role has become very challenging and demanding. He has to adapt and act in multifarious ways in their institution. Besides teaching the students, coordinating with parents and other teachers, administrators/management, maintaining discipline in the school, maintaining congenial environment, checking home assignment, answer books and other relevant works assigned in the educational institutions they are supposed to upgrade himself/herself with new knowledge, methods, skills

and other professional information for effective and efficient teaching. But these works can be performed well by passionate, competent and committed teachers only. Preparation of such teachers is the responsibility of teacher educators. Competent and committed teacher educators can develop professional abilities, skills and proper behavioural qualities in teachers. Committees, commissions and various national agencies like UGC, NCTE, NCERT, NAAC, State and central Governments are continuously trying to enhance the qualities of teacher educators, and restructuring the educational institutions for a long time. Despite these efforts our educational institutions, particularly self-financed teacher education institutions, have not achieved the goal of preparing committed and competent teachers. Therefore, this paper attempts to study the professional commitment of teacher educators in a meaningful way. There are several factors affecting professional commitment of teacher educators. In the present study, professional commitment of teacher educators is investigated solely in relation to gender, locality and teaching experience.

Shishupal (2001) investigated the commitment to teaching profession of B.Ed prospective teachers. He found that sex, age, father's occupation;

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community background and income groups were not influencing commitment but influence of caste categories was found significant. Sharma (2010) studied the professional commitment of teacher educators in relation to their job satisfaction and gender. Significant and positive correlation was found between professional commitment and job satisfaction of teacher educators. No significant difference was seen between the professional commitment of male and female teacher educators. Sood and Anand (2010) investigated professional commitment teacher educators of Himachal Pradesh. Results indicate that significant differences exist in professional commitment of teacher educators regarding their gender, marital status and teaching experience. The professional commitment of female teacher educators was found higher than that of male teacher educators and highly experienced teacher educators were professionally more committed than less experienced teacher educators. NET qualified and non-NET qualified teacher educators were found to have similar levels of commitment towards their profession. Talawar and Kumar (2010) studied teaching commitment of teachers in relation to gender on a sample of 130 teachers of Bangalore district, Karnataka and found that significant difference exists between male and female teachers on teaching commitment. This difference was in favour of female teachers. Kotreswaraswamy and Surapuramath (2012) studied professional commitment of teacher educators of Bangalore University. The findings of the study reflected that there was no significant difference between male and female, NET and non-NET qualified teacher educators on professional commitment. Significant difference was found among teacher educators with 1-10 years and 11+years of teaching experience in respect of professional commitment which goes in favour of high teaching. Goyal (2012) investigated professional commitment among B.Ed. teacher on a sample of 50 teacher educators of five B.Ed. colleges of Patiala district in Punjab. This study indicates that significant differences were found between male and female, unmarried and married, and NET qualified and non-NET teacher educators in their professional

commitment in favour of female, unmarried and NET qualified teacher educators, respectively. Arjunan and Balamurugan (2013) studied professional commitment of the teachers working in tribal area schools located in Tamil Nadu. This study was conducted on 121 school teachers. Finding shows that the male and female teachers have the same level of professional commitment. Gupta and Jain (2013) investigated professional commitment among teacher educators. It was reflected that no significant difference between urban and rural teacher educators was found in their professional commitment. No significant difference was seen between male and female teacher on their professional commitment. Badhwar (2014) studied professional commitment and accountability of teacher educators on 135 teacher educators (46-male, 89- Female) Findings of this study were as -

1. Professional commitment of female teacher educators was found significantly higher than male teacher educators.
2. Professional commitment of unmarried teacher educators was found significantly higher than married teacher educators.
3. Highly experienced teacher educators were found more professionally committed to low experienced teacher educators.
4. Significant difference was not found in the commitment of teacher educators with NET/ M. Phil/ Ph.D. and non NET qualified teacher educators.

Kaur and Kaur (2014) investigated professional commitment among secondary school teachers in relation to gender and location in a sample of 1000 (397 male and 603 female) government secondary school teachers of Punjab. Female teachers were found more professionally committed than their male counterparts. Rural teachers were found more committed than urban teachers. Rani and Rani (2015) investigated the effect of emotional intelligence on professional commitment of 200 teacher educators of Rohtak and Sonapat district in Haryana. Results revealed that both groups (experienced and less experienced teachers) had the same level of professional commitment and their emotional intelligence wasn't correlated with their professional commitment. Bala (2016) studied professional commitment on a sample of 200 school teachers of Ludhiana and Hoshiarpur to study the

teacher-professional commitment in relation to gender. Findings show that male and female school teachers differ significantly on professional commitment favouring female teachers. Ambrish and Azkiya (2016) carried a comparative study of professional commitment of secondary school teachers in relation to their gender and area. It was seen that professional commitment of female secondary school teachers was better as compared to their male counterparts. Gill and Kaur (2017) studied professional commitment among secondary school teachers. Findings tell that there is no significant difference in gender, location, and teaching experience between professional commitment among senior secondary school teachers. There was no significant interaction effect of (a) gender and teaching experience and (b) stream & teaching experience on the professional commitment. Modi (2019) conducted a study of professional commitment of teacher trainees of B.Ed. College. Finding indicates that significant difference do not exist between male and female, rural and urban, and science and non-science trainees on professional commitment. Professional commitment of post-graduate trainees was found better than undergraduate trainees. Ali (2020) investigated professional commitment of teacher educators in colleges of education in Jammu District (J&K). The results of the study indicate that the female teacher educators teaching in colleges of education of Jammu district are better than the male teacher educators. Teacher educators with M.Phil., Ph.D. were found better as compared to teacher educators who have only post-graduation degree. The urban teacher educators were found better as compared to teacher educators of rural area. The Unmarried teacher educators were better than the married teacher educators. The NET qualified teacher educators were better than the Non-NET teacher educators. Ahammad (2021) investigated professional commitment of teacher educators in relation to locality, gender and streams. The results revealed that male and female, urban and rural, science and arts teacher educators differ significantly on professional commitment. Urban male and female teachers' professional commitment

were found better than rural male and female teacher educators. Male teachers professional commitment was found higher than female teachers. Science male and female teachers professional commitment was found better than arts male and female teachers. Professional Commitment of male science and arts teachers was higher as compared to female science and arts teachers.

### **Objectives of the Study**

Following objectives form the basis of the present study:

1. To study the professional commitment of teacher educators with respect to gender.
2. To study the professional commitment of teacher educators with respect to location.
3. To study the professional commitment of teacher educators with respect to teaching experience.

### **Hypothesis of the Study**

1. There exists no significant difference in the professional commitment of teacher educators with respect to gender.
2. There exists no significant difference in the professional commitment of teacher educators with respect to location.
3. There exists no significant difference in the professional commitment of teacher educators with respect to teaching experience.

### **Research Methodology**

To conduct this study ex-post facto research design was used. This design is also known as after-the-fact research in which the investigation starts after the fact has occurred without interference from the researcher. For this study, Professional Commitment Scale by Kohli (2005) was used to collect data and emailed to 600 teacher educators of Government, Government-Aided and Self-Financed teacher training institutions affiliated to G.N.D.University, Punjabi University and Panjab University during this prevailing complexities of COVID-19 crisis. Only 543 teacher educators responded to the professional commitment scale. Therefore, 543 respondents were selected as a sample. To analyze data t-test for independent

sample was used.

### Result and Discussion

To find out differences with respect to gender, locality and teaching experience on professional commitment of teacher educators t-test for independent sample was used. Results of t-test are given in Table-1. Objective- wise results are shown in different sections.

#### Difference on Professional Commitment of Teacher Educators with Respect to Gender

Table-1 shows that t- value for difference between male and female is 1.949 and probability of t is 0.0518 which is slightly greater than 0.05. This means that significant difference do not exist between male and female teacher educators on professional commitment. Therefore the null hypothesis that “There exists no significant difference in the professional commitment of teacher educators with respect to gender” is not rejected.

**Table-1- Summary of t-test for gender, locality and teaching experience differences on professional commitment of teacher educators**

Variable	Level	N	Sum	Sum of Squares	Mean	S.D.	t
Gender	Male	162	16693	1745201	103.043	12.486	1.949
	Female	381	38389	3927067	100.759	12.466	(P = 0.0518)
Locality	Rural	282	28509	2922999	101.096	12.486	0.667
	Urban	261	26573	2749269	101.812	12.466	(P = 0.505)
Teaching experience	Low	131	13010	1316392	99.313	12.486	L-M: 1.974 (P = 0.049)
	Moderate	278	28336	2929274	101.928	12.466	M-H: 0.441 (P = 0.659)
	High	134	13736	1426602	102.507	12.466	L-H: 2.076 (P = 0.038)

#### Difference on Professional Commitment of Teacher Educators with Respect to Location

It is clear from Table-1 that t-value for difference between rural and urban teacher educators on professional commitment is 0.667 and probability of this t is 0.505 which is greater than 0.05. This is indicative that significant difference do not exists between rural and urban teacher educators on professional commitment. Thus, null hypothesis that “There exists no significant difference in the professional commitment of teacher educators with respect to location” is not rejected.

#### Difference on Professional Commitment of Teacher Educators with Respect to Teaching Experience

Table-1 also projects that t-value for differences among teacher educators with low and moderate teaching experiences on professional commitment is 1.974 with probability 0.049 that is less than 0.05. This means that there exists significant difference between teacher educators

with low and moderate teaching experience on professional commitment. Value of t for difference between teacher educators with moderate and high is 0.441 with probability 0.659 which is much greater than 0.05. This means that significant difference not exists between teachers educators with moderate and high teaching experience on professional commitment. But t- value for significance between teacher educators with low and high teaching experience is 2.076. Probability of this t -value is 0.038 which is less than 0.05. This indicates that significant difference exists between teacher educators with low and high teaching experience on their professional commitment. These results are projecting that teaching experience of teacher educators influence their professional commitment positively. Teacher educators with higher teaching experience were found to have higher professional commitment. Hence, null hypothesis that “There will be no significant difference in the professional commitment of teacher educators with respect to teaching experience”, is rejected.

## Educational Implications

Teacher's Professional Commitment has been identified as crucial and important for the success of education and educational institutions as well. Teaching now a days, happens to be a complex and demanding profession. Today, the teachers need to perform well and enthusiastically maintain their integrity in the profession. Needless to say, a teacher educator is solely responsible for preparing prospective teachers for the nation. He/she is conceived as 'change agent' and not a mere transmitter of the knowledge and culture. Teachers can obviously work wonders provided they are autonomous in their sphere and satisfied with their job. Professional development programs such as seminars, workshops, conferences, training avenues refresher courses organised by regulatory bodies like NCTE, NCERT, Affiliated universities, etc. would help the professional development of teacher educators. Healthy academic and organizational climate, financial benefits and other facilities related to their welfare might go a long way to enhance their commitment level. The policy makers might strengthen and upgrade the dignity of the profession by responding timely to their needs and taking proper initiative and creative steps admissible for the welfare of teaching community.

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