

ASSESSMENT OF PROFESSIONAL COMMITMENT AND INSTITUTIONAL CLIMATE OF TEACHER EDUCATORS IN RELATION TO GENDER AND LOCALE

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ABSTRACT

The present study aims to investigate the professional commitment of teacher educators and their perception of workplace climate (institutional climate) with regard to gender and locale. For this study, selection of 543 teacher educators was done through purposive sampling from government, government-aided and self-financed teacher education institutions of Punjab. Data was collected from teacher educators using 'Scale for Professional Commitment of Teacher Educators' developed and standardized by Kohli (2005) and 'Teacher Training College Climate Inventory' developed by Anand (1994). Pearson's product moment correlation coefficient was used to treat the data statistically. Findings show significant and positive correlations between the professional commitment of teacher educators and the institutional climate perceived by both male and female teacher educators as well as the teacher educators serving in institutions located in rural and urban areas. The study has wide implications in terms of the stakeholders who are responsible for ensuring quality education in educational institutions through maintaining a healthy and sound institutional climate (workplace environment) so that the spirit of professionalism remains alive among teacher educators who are entrusted with the task of preparing the prospective school teachers.

Keywords: Professional commitment, Institutional climate, Teacher educators, Gender and Locale

Education is treated as the basic key for the progress of any society. Truly speaking, it is through proper education that helps one to become cultured and civilized. It is a process of gaining knowledge, skills, attitude, etc. formally in an institution by teachers. Preparation of teachers depends on teacher educators. In fact, teacher educators of quality can prepare quality teachers through effective teaching strategies, instilling personal and professional qualities among them. Teaching as a profession requires a high degree of expert knowledge, experience, skills, commitment and competency. In this connection, only competent and committed teacher educators are supposed to prepare committed and competent prospective teachers.

Unfortunately, what has been observed these days and marked by some higher educational agencies is that there is dearth of such commitment among teacher educators. Singh and Singh (2018) stated that various published work on teachers performance reported by different national and international agencies indicate a crisis phase in teaching in the Indian education system. Lack of professional dedication on the part of the teacher may be basically due to insufficient subject knowledge and required skills, less commitment towards profession and students. Needless to say, the same stands true in the case of teacher educators too. For enhancement of professional commitment among teacher educators, the workplace environmental factors play a very

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important role invariably in determining their overall professional behaviour and job satisfaction. In fact, a healthy institutional climate bearing good administration, infrastructural facilities, social cooperation, opportunities for personal development and excellence, etc. go a long way to bring efficiency, passion and dedication on the part of both teacher educators and prospective teachers. Needless to say, if the institutional climate is perceived positively by the teacher educators, their commitment towards profession will increase and the entire teaching-learning process will go on smoothly and help in the promotion of quality education. So, to maintain a better teaching-learning environment at the workplace and achieve high and productive outcomes, it is fairly essential to study the professional commitment and environment operating at the institution where teacher educators perform their duties. It is in this context that the present research paper focuses to analyse the teacher educators' professional commitment and their perception of institutional climate with respect to gender and location.

Khoza (2004) investigated teacher commitment and school climate in schools with different success rates and found that the teachers in schools with excellent matric pass rates have higher levels of commitment, and perceive their schools more favorably than the teachers in schools with poor matric pass rates. Significant correlations were found between teachers' professional commitment and organizational climate. Smith (2009) investigated school climate and teacher commitment on elementary school teachers of North East Alabama and concluded that teacher commitment was positively and significantly associated with school climate factors, namely collegial leadership, teacher professionalism, and academic press but not related significantly to institutional

vulnerability factor. The combined contribution of four school climate factors found 67% of variance in prediction of teacher commitment. Professionalism was found to be the best predictor of teacher commitment. Arya (2012) studied professional commitment of teacher educators in relation to institutional climate. Findings revealed a non significant difference existing in the institutional climate of teacher training colleges of govt. Aided and self financed institutions; a non significant relationship existing between professional commitment and institutional climate of educators of govt. Aided institutions; a non significant relationship existing between professional commitment and institutional climate of teacher educators of self financed institutions. Danish, Daraz and Ali (2015) studied the impact of organizational climate on job satisfaction and organizational commitment on 179 college and university teachers and came up with their findings that organizational climate has considerable impact on teacher commitment and job satisfaction. Goswami and Choudhury (2016) studied professional commitment of teacher educators in relation to institutional climate. Result shows that there exists a significant relationship between commitment level and institutional climate of B. Ed. teacher educators. Again, non significant difference was found between rural and urban teacher educators on professional commitment. Sankari and Begam (2017) made an investigation of the organizational climate and professional commitment of 300 high school teachers of Tamil Nadu and concluded that male and female teachers significantly differ with respect to institutional climate of schools but a significant relationship was found between organizational climate and professional commitment of teachers. Khan (2019) investigated the impact of organizational

climate on teachers' commitment with a sample of 230 elementary private school teachers, and concluded that there exists a significant and positive relationship between overall school climate and teachers' commitment. Chung (2020) investigated the organisational climate and teachers' commitment of 375 secondary school teachers in Sarawak (Malaysia) and found that teachers' professional commitment significantly and positively correlated with the organisational climate dimensions, i.e. collegial leadership, teacher professionalism and academic press. Zain and Shaffiee (2023) studied the relationship between school organisational climate and teachers' commitment among Malaysian school teachers and came up with the findings that a moderate strong relationship exists between school organisational climate and teachers' commitment.

Objectives of the Study

Following objectives were articulated for the present study:

1. To study the relationship between professional commitment and institutional climate of male teacher educators.
2. To study the relationship between professional commitment and institutional climate of female teacher educators.
3. To study the relationship between professional commitment and institutional climate of teacher educators engaged in rural areas.
4. To study the relationship between professional commitment and institutional climate of teacher educators engaged in urban areas.

Hypotheses of the Study

The objective wise null hypotheses were framed in the following manner:

1. There exists no significant relationship between professional commitment and institutional climate of male teacher educators.
2. There exists no significant relationship between professional commitment and institutional climate of female teacher educators.
3. There exists no significant relationship between professional commitment and institutional climate of teacher educators engaged in rural areas.
4. There exists no significant relationship between professional commitment and institutional climate of teacher educators engaged in urban areas.

Research Methodology

The current study followed the descriptive survey research method. A sample consisting of 543 teacher educators was selected using purposive sampling technique from government, government-aided and self-financed education colleges of Punjab. To measure the professional commitment of teacher educators, Scale for Professional Commitment of Teacher Educators prepared by Kohli (2005) was used. To measure the institutional climate of teacher educators, Teacher Training College Climate Inventory developed by Anand (1994) was used. Product moment correlation coefficient was used to analyse the data.

Results and Discussion

Relationship between Professional Commitment and Institutional Climate of Male Teacher Educators

According to table-1, the correlation between professional commitment and institutional climate of male teacher educators is 0.3156 which is greater than the table value 0.11 for significance at 0.01 level and 541 degree of

freedom (df). Clearly, it indicates a significant and positive relationship existing between professional commitment and institutional climate of male teacher educators. Therefore,

the null hypothesis stating that “There exists no significant relationship between professional commitment and institutional climate of male teacher educators”, gets rejected.

Table-1-Summary of correlation analysis showing association between professional commitment and institutional climate of male teacher educators

Variable	Mean	S.D.	N	Sum of Product (PC X IC)	Correlation Coefficient
Professional Commitment (PC)	103.0432	12.4862	543	4564854	0.3156**
Institutional Climate (IC)	270.9691	65.5217			
**p < 0.01					

Relationship between Professional Commitment and Institutional Climate of Female Teacher Educators

Summary of correlation between professional commitment and institutional climate is presented in table-2 which projects that the value of correlation between professional commitment and institutional climate of female teacher educators is 0.2941 which is greater

than the table value 0.11 for significance at 0.01 level and 541 df. Obviously, a significant and positive correlation exists between professional commitment and institutional climate of female teacher educators. Hence, the null hypothesis that “There exists no significant relationship between professional commitment and institutional climate of female teacher educators”, is rejected.

Table-2 Summary of correlation analysis showing association between professional commitment and institutional climate of female teacher educators

Variable	Mean	S.D.	N	Sum of Product (PC X IC)	Correlation Coefficient
Professional Commitment (PC)	100.7585	12.4655	543	11143034	0.2941**
Institutional Climate (IC)	288.0787	60.2757			
**p < 0.01					

Relationship between Professional Commitment and Institutional Climate of Teacher Educators Engaged in Rural Areas

It is confirmed by table 3 that the correlation between professional commitment and institution climate of rural teacher educators is 0.4164 which is much greater than the table value or the critical value 0.11. It implies that significant and

positive correlation persists between professional commitment and institutional climate of teacher educators working in institutions located in rural areas. Therefore, the null hypothesis that “There exists no significant relationship between professional commitment and institutional climate of teacher educators engaged in rural areas”, stands rejected.

Table-3-Summary of correlation analysis showing association between professional commitment and institutional climate of rural area- teacher educators

Variable	Mean	S.D.	N	Sum of Product (PC X IC)	Correlation Coefficient
Professional Commitment (PC)	101.0957	12.0586	543	7850295	0.4164
Institutional Climate (IC)	272.4007	59.8327			
**p < 0.01					

Relationship between Professional Commitment and Institutional Climate of Teacher Educators Engaged in Urban Areas

The table-4 depicts that the value of correlation between professional commitment and institutional climate of teacher educators serving in institutions located in urban areas is 0.1623 which is higher than the table value

0.11 for significance at 0.01 level and 541 df thereby, indicating a significant and positive correlation between professional commitment and institutional climate of urban area-teacher educators. So, the null hypothesis stating that “There exists no significant relationship between professional commitment and institutional climate of teacher educators engaged in urban areas”, gets rejected.

Table-4 Summary of correlation analysis showing association between professional commitment and institutional climate of urban area-teacher educators

Variable	Mean	S.D.	N	Sum of Product (PC X IC)	Correlation Coefficient
Professional Commitment (PC)	101.8123	12.9810	543	7857593	0.1623
Institutional Climate (IC)	294.3985	63.0479			
**p < 0.01					

Thus, from the above findings, it is affirmed that there occurs significant and positive correlations between professional commitment and institutional climate of teacher educators with respect to the gender and location. The present findings lies in queue with those of previous studies conducted by Khoza (2004), Smith (2009), Arya (2012), Danish, Daraz and Ali (2015), Choudhury (2016), Sankari and Begam(2017), Khan (2019), Chung (2020) and Zain and Shaffiee (2023) who revealed that significant and positive relationship exists

between teachers’ professional commitment and institutional/organizational climate.

Educational Implications of the Study

Findings of present study are fruitful for the stakeholders of education in so far as their role in the development of abilities, skills, qualities and professional commitment among teacher educators and students teachers are concerned in any teacher training college. Further, to enhance professional commitment of teacher educators and prospective teachers, it is essential on the part of administrative and managerial

bodies too to have a vigilant eye on the proper functioning of educational institutions by way of arranging timely inspection and visits to curb several maladministration practices and promote a disciplined and congenial work culture there. This, indeed, will help in the increase of professional efficiency of teacher educators and maintain quality teacher education.

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