

AN INVESTIGATORY ASSESSMENT OF THE PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS OF PUNJAB WITH REFERENCE TO TEACHING EXPERIENCE AND THE INCOME LEVEL

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Abstract

The purpose of present study was to investigate the professional commitment of teacher educators with respect to teaching experience and income level. In this connection, using descriptive survey method a sample consisting of 450 teacher educators were selected from teacher training education colleges of Punjab by using random sampling technique. To measure professional commitment of teacher educators, the Professional Commitment Scale standardized by Kohli (2005) was employed. Findings of present study indicate that there are no significant differences between teacher educators in their professional commitment regarding teaching experience and income levels.

Key words: *Professional Commitment, Teacher Educators, Teaching Experience, Income level*

Education helps for the all-round development of an individual. The successful development of any nation depends on the good quality of education which of course depends on the good quality of educational institutes and teachers. Teachers are the key functionaries of every educational institution. As a nation builder they are entrusted with the task of preparing future citizens. Thus, teachers are such important personalities without whom teaching the learning process is next to impossible. Today, due to rapid advancement in the field of science and technology and fast changing globalized world setup the role of a teacher has become much more instrumental, challenging and demanding.

Now he/she is supposed to act in multifarious ways and perform numerous things while working in an educational institution. Apart from teaching, the teacher is to remain fully up-to-date with the recent digital technology

to be used in the teaching and learning process, maintain coordination between the school, society and management bodies, other extracurricular activities involving control and discipline and effectively coordinating everything to make sure that a healthy and productive environment persists in educational institutions. Needless to say, these works can be done well by teachers who are skilled, efficient, competent and committed.

Now, such teachers are prepared by teacher educators in teacher training colleges. Competent and committed teacher educators alone can develop professional abilities, skills and proper behavioural qualities among the prospective student teachers. In this connection, it is important to mention here that several regulatory bodies are trying their best to enhance the professional quality of teacher educators with newer and newer skills through numerous training programs

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organized from time to time and thus oriented towards the restructuring and revamping the teacher education programs. In spite of all this, our educational institutions are lagging behind considerably to produce professionally skilled teachers who are fit to work in the realm of present day quality education. This paper aims at investigating the professional commitment of teacher educators in the backdrop of their length of service and income level. Here, it is pertinent to know how far these two factors influence the commitment level in their professional life.

Review of the Related Literature

Shishupal (2001) investigated commitment to teaching profession of B.Ed prospective teachers. He found that sex, age, father's occupation, community background and income groups were not influencing commitment.

Sood and Anand (2010) investigated professional commitment of 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. Teacher educators having high teaching experience were professionally better.

Kotreswaraswamy and Surapuramath (2012) studied professional commitment of teacher educators of Bangalore University. 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 teacher educators with higher teaching experience. Badhwar (2014) studied professional commitment and accountability of 135 teacher educators and concluded with one of

the major finding that highly experienced teacher educators were found more professionally committed as compared to low experienced teacher educators.

Rani and Rani (2015) investigated the effect of emotional intelligence on professional commitment of 200 teacher educators of Rohtak and Sonapat district in Haryana and came out with the result that both groups (experienced and less experienced teachers) had same level of professional commitment and their emotional intelligence wasn't correlated with their professional commitment.

Hussen, Tegegn and Teshome (2016) attempted to assess the status of school teachers' professional commitment towards their own profession, student learning, the community of eastern Ethiopian society. The study was conducted on 14 secondary schools and 170 respondents were selected as sample. The finding disclosed that teachers' commitment to learning, towards community and their own profession was affected and characterised as low because of the low salary, less incentives, less motivation and low respect, and low attitude towards the teaching profession.

Gill and Kaur (2017) studied professional commitment among secondary school teachers. Findings revealed that there is no significant difference in gender, location, and teaching experience between professional commitments among senior secondary school teachers. There was no significant interaction effect of (a) gender and teaching experience and (b) stream and teaching experience on the professional commitment.

Mwesiga and Okendo (2018) examined the levels of commitment of teachers to teaching profession in secondary schools in kagera

region of Tanzania. As per the findings of the research, it was concluded that teachers' commitment was higher in so far as observing the professional responsibilities are concerned. But the same lowered due to several factors like lack of seminars and workshops on training, professional development of teachers, their non-participation in decision making, incompetent head, lack of proper communication, poor working environment, low salaries etc.

Shanthi and Renugadevi (2021) investigated professional commitment of primary school teachers. Results revealed that teachers differ significantly in professional commitment with regard to the teaching experience. Teachers with higher experience were found to have higher professional commitment as compared to those having lower experience.

Izzati, Nurchayati, Lolita and Mulyana (2022) studied quantitatively the difference in professional commitment of Indonesian teachers taking into account their gender and service period. Results revealed that teachers significantly differed in professional commitment with regard to service period in favour of those who have long service length.

Nithya (2023) investigated professional commitment of high school teachers of Coimbatore district after the COVID-19 outbreak and found that teachers drawing a monthly salary of Rs 20000/-and above were professionally better committed than those drawing below the said salary.

Objectives of the Study

Following objectives form the basis of the present study:-

1. To study the professional commitment of teacher educators with low and high teaching experience.

2. To study the professional commitment of teacher educators with low and high income level.

Hypothesis of the Study

1. There exists no significant difference in the professional commitment of teacher educators with low and high teaching experience.
2. There exists no significant difference in the professional commitment of teacher educators with low and high income level.

Research Methodology

Descriptive survey method was used to conduct the present study. All teacher educators working in Government, Government Aided and Self-financed education colleges affiliated to Punjabi University, Panjab University and Guru Nanak Dev University form the population of the present study. Purposive sampling technique was used to select colleges affiliated to different universities and management types. To collect data, the tool was sent through email to teacher educators of selected colleges. Professional commitment scale developed and standardized by Kohli (2005) was mailed to 600 teacher educators. Out of six hundred, only five hundred and forty three (543) responses of teacher educators' were received. At the second stage, the investigator selected 450 teacher educators' responses using simple random sampling.

Result and Discussions

Difference in the Professional Commitment of Teacher Educators with Low and High Teaching Experience

To know the difference in mean scores between teacher educators with low and high teaching experience on their professional

commitment t-test was used. Summary of t-test is presented in Table 1.

Table-1-Summary of t-test for difference between teacher educators with low and high teaching experience on professional commitment

Experience	N	Sum	Sum Squares	Mean	S.D.	t
Low (Up to 10 Years)	207	19793	1919807	95.618	11.498	0.331
High (more than 10 Years)	243	23299	2266125	95.881	11.535	

It is clear from the Table 1 that value of t-test for mean difference between teacher educators with low and high teaching experience on their professional commitment is 0.331 which is much less than the critical value or table value 1.965 for significance at 0.05 level and 448 degree of freedom. This means that significant difference does not exists between teacher educators with low and high teaching experience on their professional commitment. So, the null hypothesis stating that “There exists no significant difference in the professional commitment of teacher educators with low and high teaching experience”, gets accepted. Findings of previous studies conducted by Rani and Rani (2015), Singh and Kumar (2015), Gill and Kaur (2017) and Sharma (2019) also indicates that there is no significant difference between teachers with low and high teaching experience on their professional commitment and support the present finding. Again, some studies done by Sood and Anand (2010), Kotreswaraswamy and Surapuramath (2012) and Badhwar (2014) on teacher educators found that professional commitment of teacher educators with high teaching experience were better as compared to those with low teaching experience. Studies conducted by

Shanthi and Renugadevi (2021) and Izzati, Nurchayati, Lolita and Mulyana (2022) on school teachers are also indicating that teachers with high teaching experience have higher professional commitment as compared to those with low teaching experience. These findings are anti parallel to the present finding of the study.

Difference in the Professional Commitment of Teacher Educators with Low and High Income level

Findings of t-test for difference between teacher educators with low and high monthly income on professional commitment are presented in Table 2.

Table-2-Summary of t-test for difference between teacher educators with low and high income level on the professional commitment

Income	N	Sum	Sum Squares	Mean	S.D.	t
Low (Up to 1 Lakh)	286	27375	2657327	95.717	11.406	0.126
High (More than 1 Lakh)	164	15717	1528605	95.835	11.712	

Table 2 shows that t value for mean difference between teacher educators with low and high monthly income on professional commitment is 0.126. This t-value is less than critical value 1.965 for significance at 0.05 level and 448 degree of freedom. This result indicates that there is no significant difference between teacher educators with low and high monthly income on their professional commitment. Therefore, the null hypothesis that “There exists no significant difference in the professional commitment of teacher educators with low and high income level”, is accepted.

Present study revealed that there exists no significant difference in the professional commitment of teacher educators with low

and high income level. Previous study conducted by Shishupal (2001) revealed that the teacher trainees' income groups did not come out to be the significant predictors of professional commitment. This study is supporting the finding of the present study. On the other hand, Nithya (2023) investigated the professional commitment of high school teachers and found that teachers drawing a monthly salary of Rs 20000/-and above were professionally better committed than those drawing below the said salary. Finding of this study is not in line with the findings of the present study.

Educational implications

Today, the teachers need to perform well and enthusiastically maintain their professional loyalty and integrity in their professional life. Teacher educators are instrumental in preparing future teachers for the nation. Teachers can perform well in their job if they are treated with utmost dignity and side by side they fully perceive their autonomy at their respective workplaces. Arrangement of professional development programs by administrators will go a long way to enrich their professional excellence. Maintaining sound organizational climate as well as access to welfare facilities will boost their motivation level and enhance their satisfaction and professional commitment too. Finally, the study has educational implications meant for the stakeholders of education to see the various sorts of irregularities prevailing in teacher training colleges that affect the professional commitment of teacher educators. So, to maintain the professional honesty and dignity, regular visits should be organized to respond to their needs and make necessary arrangements for redressal of the grievances of the teaching community.

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