Irshad I. Ghani
Assistant Professor of Physics
Nazarath College of Education for Women
Chennai, India
Email: sujathas8812@gmail.com

ABSTRACT

The Commitment of the teacher can be identified as a passion, as an investment of time, as a focus on the individual needs of the student, as a responsibility to impart knowledge, attitudes, values and belief, as maintaining professional knowledge and as an engagement with the school community. Professional Commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession. The focus of the present investigation is to study the Professional Commitment of Teacher Educators serving in B.Ed. College of Education. An attempt is made to study the influence of gender, location of the Institution, Major subject and Marital status on the Professional Commitment of Teacher Educators. The study was a descriptive study. A sample of 110 Teacher Educators working in 15 self-financing colleges of Chennai and Thiruvallur district were randomly selected. A standardized tool, Professional Commitment Scale developed by Dr. Vishal Sood (2011) for teacher educators, was employed for the study. The results of the study revealed that there is no significant difference in the professional Commitment of Teacher Educators with respect to their Gender, Location of the Institution, Major subject and Marital status.

Keywords: Teachers in B.Ed. colleges

INTRODUCTION

Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. NCTE (1998) has pointed out that teacher education 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 for this pious task of preparing future teachers. It is of vital importance that teacher educators should internalise their changing role and make themselves ready for this change. It is the role of teacher educators to prepare future teachers to be life long learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if they are committed to their profession. Commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession. The Researcher hence felt the need of doing research on Professional Commitment of Teacher Educators.
REVIEW OF LITERATURE

1. Shalu Goyal (2012) in a research on Professional commitment among B.Ed teacher educators, by purposive sampling of 50 teacher educators of five B.Ed colleges of Patiala district in Punjab employed scale for professional commitment of teacher educators by Kanchan Kohli. The studies revealed the level of professional commitment of B.Ed teacher educators in Punjab is high. The significant differences were found in the professional commitment of B.Ed teacher educators with regard to gender, marital status and NET qualification.

2. Arjunan. M and M. Balamurugan (2015) conducted a research on Professional commitment of teachers working in Tribal area schools, 121 samples of school teachers working at secondary and higher secondary levels in Holli hills and Sitheri Hills used Professional commitment scale by Ravinder Kaur etal (2011). The research concluded that maximum number of teachers have acquired average and low level of professional commitment. The male and female teachers have same level of professional commitment.

3. R. Kannan and S. Muthuperumalpillai (2008) in their research on “An Examination on the professional commitment of engineering college teachers” employed professional commitment scale that was self-developed and the study concluded that increase in Education leads to increased commitment. A higher position also increased the commitment. Married individuals tend to demonstrate greater professional commitment.

4. D. Plasilda and Dr. Muthupandi (2015) in the research study on Professional commitment among higher Secondary school Teachers. The sample consists of 665 male and female teachers working in rural and urban areas of five districts in Tamilnadu. The investigator used the Professional commitment tool developed by A. Punitha Mary and A. Amal Raj. The findings revealed that more than 50% of higher secondary teachers have a moderate level of professional commitment.

VARIABLES

The dependent variable in the present study was professional Commitment and the Independent variables are Gender, Location of the college, Major subject and Marital status of the B.Ed Teacher Educators.

OBJECTIVES

To find the level of Professional Commitment of Teacher Educators with regard to Gender, Location of the College, Major Subject and Marital status.

HYPOTHESES

1. There is no significant difference in the Professional Commitment and its dimensions of Teacher Educators with respect to their Gender.

2. There is no significant difference in the Professional Commitment of Teacher Educators with respect to their Locality of the College.

3. There is no significant difference in the Professional Commitment of Teacher Educators with respect to their Major Subject.

4. There is no significant difference in the Professional Commitment of Teacher Educators with respect to their Marital Status.

METHODOLOGY

The Researcher employed a descriptive survey among a random sample of 110 Teacher Educators working in 15 Self Financing B.Ed Colleges of Education from Chennai and Thiruvallur districts was taken for the study. The sample consisted of different sub-samples based on gender, locality of the college and Major Subject and Marital Status.
Professional Commitment scale for teacher educators (PCSTE) was developed by Dr. Vishal Sood (2011) for teacher educators. The main purpose of the present scale is to measure and assess commitment level of teacher educators towards their profession of teacher training. The present scale has been specifically developed for teacher educators working at B.Ed./JBT level. This scale measures Professional Commitment through 70 statements. It is a five points likert scale ranging from strongly agree to strongly disagree. There are 65 positive items scoring 5 to 1 and 5 negative items scoring 1 to 5 in reverse order. The reliability of the scale was established by administering the scale on a conveniently selected sample of 30 teacher educators of B.Ed colleges. The Professional Commitment scale was administered on a sample of 30 teacher educators drawn from B.Ed. Colleges. Reliability of the Questionnaire has been established by using Spearman Browns Formula; the ‘r’ value is computed as 0.9708 for the questionnaire and is found that the tool is highly reliable. The square root of reliability was also computed and in the present study it was worked out to be 0.9852 indicating that the tool is highly valid.

**Statistical Techniques**

The researcher employed statistical techniques Mean, Standard deviation and t test to compare the Professional commitment of teacher educators with respect to their gender, locality of the college and Major Subject and Marital Status.

**ANALYSIS AND INTERPRETATION OF THE DATA**

In the present study the data collected were analyzed. The sample was categorized based on their gender, location of the college, Major Subject and Marital Status. The data collected in the present study were analyzed by t test using SPSS.

**HYPOTHESIS 1** - There is no significant difference in the professional commitment of Teacher Educators with respect to their Gender.

The data were analyzed using SPSS software. The results are presented in Table 1 below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>t Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40</td>
<td>284.47</td>
<td>31.81</td>
<td>0.190</td>
<td>0.850</td>
</tr>
<tr>
<td>Female</td>
<td>70</td>
<td>285.65</td>
<td>31.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 1, since the calculated p value (0.850) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. It is concluded that there is no significant difference in the professional commitment among Teacher Educators with respect to their gender.

**HYPOTHESIS 2** - There is no significant difference in the Professional Commitment of Teacher Educators with respect to the Locality of the College.

The data were analyzed using SPSS software. The results are presented in Table 2 below.

<table>
<thead>
<tr>
<th>Location of the College</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>t Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>87</td>
<td>286.36</td>
<td>31.46</td>
<td>0.591</td>
<td>0.459</td>
</tr>
<tr>
<td>Rural</td>
<td>23</td>
<td>280.91</td>
<td>30.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 2, since the calculated p value (0.459) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. It is concluded that there is no significant difference in the Professional Commitment of Teacher Educators with respect to the Locality of the College.
From the table 2, since the calculated p value (0.459) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. It is concluded that there is no significant difference in the Professional Commitment among Teacher Educators with respect to their Locality of the college.

HYPOTHESIS 3-There is no significant difference in the professional commitment of Teacher Educators with respect to their Major Subject.

Table 3-Difference in the professional commitment of Teacher Educators with respect to their major subject

<table>
<thead>
<tr>
<th>Major Subject</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>t Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>60</td>
<td>281.81</td>
<td>32.97</td>
<td>1.258</td>
<td>0.211</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
<td>289.32</td>
<td>28.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 3, since the calculated p value (0.211) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. It is concluded that there is no significant difference in the professional commitment among Teacher Educators with respect to their Major Subject.

HYPOTHESIS 4-There is no significant difference in the professional commitment of Teacher Educators with respect to their Marital Status.

Table 4-Difference in the professional commitment of Teacher Educators with respect to their Marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>t Value</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>90</td>
<td>284.98</td>
<td>32.54</td>
<td>0.169</td>
<td>0.866</td>
</tr>
<tr>
<td>Unmarried</td>
<td>20</td>
<td>286.30</td>
<td>25.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4, since the calculated p value (0.866) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. It is concluded that there is no significant difference in the Professional Commitment among Teacher Educators with respect to their Marital Status.

FINDINGS

On the basis of the analysis and Interpretation of data, the investigator has arrived at the following findings.

Among 110 teacher educators it was found that 16 (14.5%) showed lower score of professional commitment while 53(48.1%) moderate score and 41(37.4%) indicated higher score of professional commitment.

1. There is no significant difference in professional commitment between Male and Female teacher educators.
2. There is no significant difference in professional commitment between Urban and Rural teacher educators.
3. There is no significant difference in professional commitment between teacher educators whose major subject are arts and science.

There is no significant difference in professional commitment between Married and Unmarried teacher educators.

CONCLUSION

The investigator has attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators...
educators have a moderate level of Professional Commitment and there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Gender, Location of the Institution, Major subject and Marital status.

REFERENCES


