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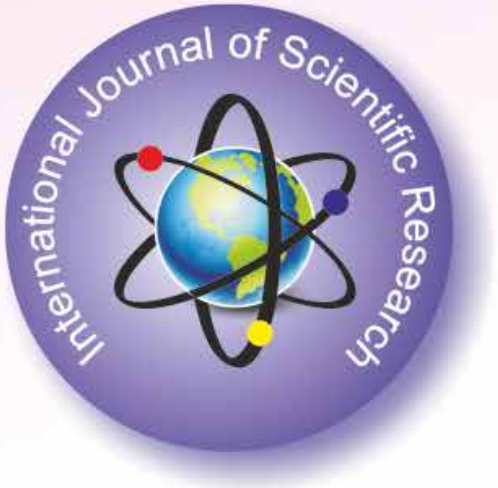

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Research Paper

A study of professional commitment among B. Ed. Teacher educators of Bangalore University

EDUCATION

KEYWORDS : Professional Commitment, Teacher Educators.

Dr. Kotreshwaraswamy A. Surapuramath

Lecturer in Education, K.L.E Society's college of Education

ABSTRACT

has been dealt with in this paper. The sample included 100 teacher educator selected by using random sampling technique from Bangalore University, Professional Commitment of Teacher Educators toll developed and standardized by Kanchan Kohli to be used for data collection. 't'-test' technique was adopted for data analysis. there is no significant difference between both Male and female and NET Qualified and Non-NET Qualification B.Ed teacher Educator do not differ in professional commitment, 11+ years of teaching experience of teacher educator better than 1-10 years teaching experience teacher educators and unmarried teacher educator better than married teacher educators in professional commitment.

Introduction

The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. So, like various other professions, teacher education has assumed special significance. Teacher education is not only meant for teaching the teacher, how to teach but also to kindle his initiative to keep it alive to minimize evils of the "Hit and Miss" process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. 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 behavioral 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 internalize their changing role and make them ready for this change. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if their own education is better and is imparted in a proper manner. Since the role of teacher educators is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in-service and orientation education.Presently, India is having a large system of teacher education with more than 2,500 elementary teacher education institutions, colleges of teacher education and departments of education wherein more than 30,000 teacher educators are engaged in the preparation of school teachers. The NCERT organizes various professional development programmes for teacher educators in areas like student teaching, micro-teaching, research and evaluation activities, up gradation of teacher education curricula and so on. The UGC also implements various teacher education programmes and offers financial support for conducting seminars, workshops and research projects for teacher educators. Despite all these efforts, there has not been any substantial improvement in this field. While there is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part, surprisingly, in the total enterprise of teachers, the most neglected group is the teacher educators themselves.

Review of related literature

Very few research studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here. Goyal (1980) indicated that a large majority of teacher educators were favorably inclined towards their profession, satisfied in their job but not well adjusted as well as had low professional interest. Bogler & Somech (2004) examined the distinctive relationship of teachers" professional and organizational commitment with participation in decision making and with organizational citizenship behavior. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers" professional commitment. Choudhury (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

Objectives for the Study

The following objectives were framed for the present study

1. To study the professional commitment of Male and Female B. Ed. teacher educators.
2. To study the professional commitment of 1-10 years and 11+ years teaching experience of B. Ed. teacher educators.
3. To study the professional commitment of married and unmarried B. Ed. teacher educators.
4. To study the professional commitment of NET qualified and non-NET qualified B. Ed. teacher educators.

Hypotheses

In pursuance of the objectives 1- 4 following Null Hypotheses were set up

1. There is no significant difference in professional commitment of Male and Female B. Ed. teacher educators.
2. There is no significant difference in professional commitment of 1-10 and 11+ teaching experience of B. Ed. teacher educators.
3. There is no significant difference in professional commitment of married and unmarried B. Ed. teacher educators.
4. There is no significant difference in professional commitment of NET qualified and non-NET qualified B. Ed. teach-

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ereducators.

Sample of the study:
Sample is a true representative of the population. In the present study researcher has used the random sampling technique for drawing the sample. The sample consisted of 100 teacher educator working in different B.Ed Colleges under Bangalore University.

Tool Used For Collection of Data
The data were collected from the teacher educators by administering Scale for "Professional Commitment of Teacher Educators" developed and standardized by Kanchan Kohli. This scale is having 30 statements which are to be rated on five points Likert type scale.

Statistical Technique Used
't' – Test
t- test was used to find the significant difference in professional commitment of B. Ed. teacher educators with reference to gender, teaching experience, marital status and NET Qualification The obtained t-value was referred to t-distribution table for the appropriate degrees of freedom at 0.01 and 0.05 levels of significance.

Major findings
Table-01 The difference in difference in professional commitment of B. Ed. teacher educators with reference to gender (female and male)

	Variable	N	Mean	SD	t-value	p-value	sign
Gender	Male	60	178.5333	16.9710	1.0566	>0.05	NS
	female	40	181.8750	12.9440			

(*- Significant at 0.05 level of significance)

The above table- 01revels that the obtained t-value in professional commitment of B. Ed. teacher educators the gender scores level is less than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is accepted. Therefore it is concluded that both the Male and female B.Ed teacher Educator do not differ significantly in respect of professional commitment.

Table-02 The difference in professional commitment of B. Ed. teacher educators with reference to teaching experience (1-10 and 11+)

	Variable	N	Mean	SD	t-value	p-value	sign
Teaching Experience	1-10 years	70	206.1143	27.9072	2.3754	<0.05	S
	11+ years	30	220.7111	28.7504			

(*- Significant at 0.05 level of significance)

The above table- 02 revels that the obtained t-value in value in professional commitment of B. Ed. teacher educators the teaching experience scores level is more than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that the 11+ years of teaching experience of teacher educator better than 1-10 years teaching experience teacher educators in professional commitment.

Table-03 The difference in professional commitment of B. Ed. teacher educators with reference to marital status

	Variable	N	Mean	SD	t-value	p-value	sign
Marital Status	Married	70	20.6333	3.4595	2.1562	<0.05	S
	Unmarried	30	22.3111	3.8066			

(*- Significant at 0.05 level of significance)

The above table- 03 revels that the obtained t-value in value in professional commitment of B. Ed. teacher educators the marital status scores level is more than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that the unmarried teacher educator better than married teacher educators in professional commitment.

Table-04 The difference in difference in professional commitment of B. Ed. teacher educators with reference to Qualification

	Variable	N	Mean	SD	t-value	p-value	sign
Qualification	NET Qualification	23	14.3571	2.9105	1.8081	>0.05	NS
	Non-NET Qualification	77	15.6889	4.2830			

(*- Significant at 0.05 level of significance)

The above table- 01revels that the obtained t-value in professional commitment of B. Ed. teacher educators the NET Qualification scores level is less than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is accepted. Therefore it is concluded that both the NET Qualified and Non-NET Qualification B.Ed teacher Educator do not differ significantly in respect of professional commitment.

Conclusion
The results discussed above indicate that the professional commitment level of B. Ed. teacher educators in Bangalore University factors like marital status and teaching experience seems to have an impact on their professional commitment level. There is a need to enhance the professional commitment level of B. Ed. teacher educators so that they can give their optimum to the teacher trainees. The teacher educators should be provided healthy academic environment in the training colleges so that they feel satisfied and comfortable. The teacher training institutions should give the teacher educators opportunity to attend orientation programmes, refresher courses, workshops etc. organized by various agencies. This will help in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment towards their profession.

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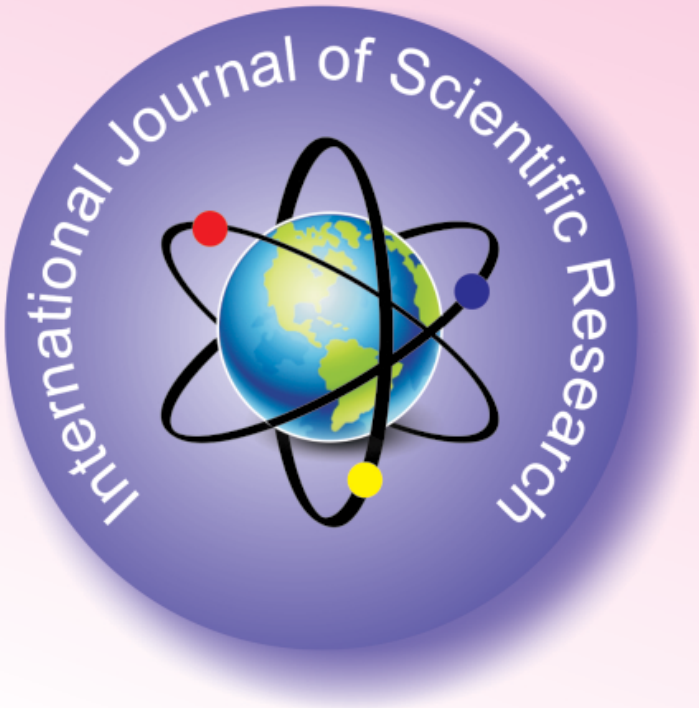

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