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A Study of Professional Commitment In Relation to Institutional Climate Among Teacher Educators

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KEYWORDS :

A teacher's role is very important in nation building. A teacher plays an important role in making the all-around development of a student. Teacher education system holds a key responsibility in the making of professionally qualified and committed teachers. 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 the 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 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 imparted in a proper manner. Since the roll 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.

STATEMENT OF THE PROBLEM

"A STUDY OF PROFESSIONAL COMMITMENT IN RELATION TO INSTITUTIONAL CLIMATE AMONG TEACHER EDUCATORS."

OPERATIONAL DEFINITION OF KEY WORDS

Professional Commitment: Professional commitment of the teacher is to devote personal time and dedicated towards his profession.

Institutional Climate : Term 'Institutional climate' has been various understood in many ways such as 'the feel', 'the atmosphere,''the environment,'' the zeal', 'the condition prevailing' and the tone of the Institution.

Teacher Educator: A person who teaches J.B.T and B.Ed. students with having mastery degree in Education is called teacher educator.

OBJECTIVES OF THE STUDY

1. To compare the level of professional commitment of teacher educators of govt. aided and self-financed institutions
2. To compare the level of institutional climate of teacher educators of govt. aided and self-financed institutions
3. To find out the relationship between professional commitment and institutional climate of teacher educators of govt. aided institutions
4. To find out the relationship between professional commitment and institutional climate of teacher educators of self-financed institutions.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in professional commitment of teacher educators between govt.-financed and self-financed institutions
2. There exists no significant difference in institutional climate of teacher educators between govt.- financed and self-financed institutions
3. There exists no significant relationship between professional commitment and institutional climate of teacher educators of govt.-financed institutions
4. There exists no significant relationship between professional commitment and institutional climate of self-financed institutions.

METHOD OF RESEARCH

The researcher has employed descriptive Survey method to study the present problem. Descriptive method involves measurement, classification, analysis, comparison and interpretation.

SAMPLE

Sample for study comprises of 120 teacher educators from 10 colleges of education of Rohtak city.

TOOLS USED

Professional Commitment Scale developed by the Kanchan Kohli and Organizational Climate Scale developed by Sanjyot Pethe and Sushama Chaudhari were used for collection of data

STATISTICAL TECHNIQUES USED

After collecting the data, in view of hypothesis, number of statistical techniques have been applied for analysis i.e. use of arithmetic mean, standard deviation, S.ED, coefficient of correlation and 't' test.

INTERPRETATION OF DATA

Objective 1 : To compare the level of professional commitment of teacher educators of govt.-aided and self- financed institutions.

TABLE- 1

Level of professional commitment of teacher educators of govt.-aided and self-financed institutions

Group	No.	Mean	S.D.	S.ED	't' value
Govt.-aided institutions	60	94.97	6.75	1.32	0.54
Self-financed institutions	60	95.68	7.64		

It is evident from table 1 that computed 't' value is 0.54 and critical value from the 't' table is 2.62 at 0.01 and 1.98 at 0.05 at the degree of freedom 118. Thus computed value of 't' is quite smaller than the critical value 2.62 and 1.98 and hence is not significant. Hence there is no significant difference in professional commitment of teacher educators of govt.-aided and self-financed institutions.

Therefore , null hypothesis, there exists no significant difference in professional commitment of teacher educators between govt.-aided and self-financed institutions is retained at both the level of significance at 0.01 and 0.05.

Objective: 2 To compare the level of institutional climate of teacher educators of govt.-aided and self-financed institutions.

TABLE – 2

Level of institutional climate of teacher educators of govt.-aided and self-financed institutions

Group	No.	Mean	S.D.	S.ED	't' value
Govt. aided institutions	60	97.82	7.97	1.43	0.73
Self-financed institutions	60	98.87	7.71		

From table 2, we can see that the computed value of 't' is o.73 and critical 't' value at 0.01 and 0.05 level of significance, at degree of freedom 118, are 2.62 and 1.98. Thus computed value of 't' is quite smaller than critical value at both the level of significance and hence is not significant. Thus, there is no significant difference in institutional climate of teacher educators of govt.-aided and self-financed institutions.

Therefore , null hypothesis, there exists no significant difference in institutional climate of teacher educators between govt.-aided and self-financed institutions is retained at both the level of significance at 0.01 and 0.05.

Objective : 3 To find out the relationship between professional commitment and institutional climate of teacher educators of govt.-aided institutions

TABLE - 3

Relationship between professional commitment and institutional climate of teacher educators of govt.-aided institutions

Variable	N	'r' value	Level f significance
Professional Commitment.	120	0.08	Slight, almost negligible relationship
Institutional Climate			

From the above table we can see that value of r is 0.08 , which is positive. Hence there is positive significance, but almost negligible. Thus there is slight, almost negligible relationship between professional commitment and institutional climate of teacher educators of govt.-aided institutions

Objective : 4 To find out the relationship between professional commitment and institutional climate of teacher educators of Self-financed institutions

TABLE - 4

Relationship between professional commitment and institutional climate of teacher educators of self-financed institutions

Variable	N	'r' value	Level f significance
Professional Commitment.	120	0.12	Slight, almost negligible relationship
Institutional Climate			

From the above table we can see that value of r is 0.12, which is positive. Hence there is positive significance, but almost negligible. Thus there is slight, almost negligible relationship between professional commitment and institutional climate of teacher educators of self-financed institutions

FINDINGS

1. There is no significant difference in professional commitment of teacher educators of govt.-aided and self-financed institutions
2. There is no significant difference in Institutional Climate of teacher educators of govt.-aided and self-financed institutions.
3. There is slight, almost negligible relationship between professional commitment and institutional climate of govt.-aided institutions.
4. There is slight, almost negligible relationship between professional commitment and institutional climate of self-financed institutions

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