



## Professional Commitment in Relation to Social Intelligence among Teacher Educators

### KEYWORDS

Professional Commitment, Social Intelligence, Teacher Educators, Training Institutions, Non-significant, Negligible

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### ABSTRACT

The present study aims at studying the levels of Professional Commitment in Relation to Social Intelligence among Teacher Educators. The B.Ed. teacher educators of Punjab constituted the universe of the present study. Professional Commitment for teacher educator by Sood (2011) and Social intelligence scale by Chada and Ganeshan (2004) were employed by the investigator to collect the necessary data. In all, a sample of 100 B.Ed. teacher educators was drawn from the different colleges of Ludhiana district of Panjab. From the results of the study, we can conclude that the non-significant correlation was found between professional commitment and Social Intelligence of the teachers working in teacher training institutions. As Social intelligence has no impact on the professional commitment of the teacher educators. The relationship between them is negligible. The results of the study further show that there is significant difference exists between means of professional commitment among B.Ed. teacher Educators of Ludhiana District with respect to gender and areas. The result of the study also shows that there is non-significant difference exists between means of social intelligence among B.Ed. teacher Educators of Ludhiana District with respect to gender and areas.

### 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 bridle 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 programs 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 program of professional education of teachers is essential for the qualitative improvement of education. Hussain (2011) found that the majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in the urban areas. Arjunan and Balamurugaon (2013) studied professional commitment of teachers in tribal areas and found that there was a significant difference between male and female teachers. From the available literature on professional commitment of teachers and of teacher-educators, nothing is clear-how teacher-educators stand in terms of their commitments as teachers. Hence, the present study is undertaken to assess the level of professional commitment of teacher educators and identify the factors responsible for declining commitment and dedication among teacher educators. This study was conducted with the following objectives.

### Objectives of the Study

1. To find out the relationship between professional commitment and social intelligence among B.Ed. teacher educators.
2. To compare the professional commitment among B.Ed. teacher educators.
3. To compare the social intelligence among B. Ed. teacher educators.

### Method Sample

Sample for the present study is inclusive of 100 B.Ed. teacher educators of Ludhiana District. It consists of 30 male and 70 female B.Ed. teacher educators and 44 urban and 56 rural B.Ed. teacher educators of Ludhiana District. The probability method of sampling was used to select seven B.Ed. College of Ludhiana district and further, the teachers from these colleges were selected.

### Measure

In the present study, Professional Commitment for teacher educator by Sood (2011) and Social intelligence scale by Chada and Ganeshan (2004) were employed by the investigator to collect the data.

### Procedure

The study was designed to investigate the Professional Commitment in Relation to Social Intelligence among Teacher Educators. Descriptive survey method of investigation was employed for the present study. Prior to the administration of Professional Commitment for teacher educator and Social intelligence scale, the investigator sought the cooperation of the head of the education colleges and teacher educators. First of all purpose of the test was clarified to the teachers and instruction given to them according to the manual and rapport established with them. The Professional Commitment for teacher educator was administered to the manual and after getting the response sheet, Social intelligence scale was also administered in the same way. Scoring was done with the help of scoring key.

**SECTION - I  
COEFFICIENT OF CORRELATION AMONG VARIABLE**

**Table 4.1  
Correlation Matrix of Professional Commitment and Social Intelligence of B.Ed. teacher Educators**

Variables	Professional Commitment	Social Intelligence
Professional Commitment	1	.084
Social Intelligence	.084	1

It is evident from table 4.1 that the coefficient of the correlation between Professional Commitment and Social Intelligence of B.Ed. teacher Educators of Ludhiana District is .084 which is non-significant at both levels of significance. So from the above results we can conclude that there is the positive and insignificant relationship between Professional Commitment and Social Intelligence of B.Ed. teacher Educators. This indicates that the Social Intelligence is not certainly helps the teachers in their professional commitment.

**SECTION - II  
SIGNIFICANCE OF DIFFERENCE OF MEANS**

**Table 4.2  
Significance of the difference between means of Professional Commitment among the male and female B.Ed. teacher Educators of Ludhiana District**

Sex	N	Mean	Std. Deviation	Std. Error Mean	Std. Error Difference	t-value
Male	30	295.13	21.23	3.87	4.55	2.25*
Female	70	284.86	20.71	2.47		

It is evident from the table 4.2 the mean scores of professional commitment among male and female B.Ed. teacher Educators of Ludhiana District as 295.13 and 284.86 respectively, and their standard deviation 21.23 as and 20.71 respectively. The t-value calculated as 2.25 which is significant at 0.05 level of significance and non significant at 0.01 level of significance. The studies considered on male and female teachers are quoted to support the present findings. Gupta and Jain (2013) studied professional commitment among teachers educators and found that there was no significant difference between professional commitment of male and female teacher educators. Arjunan and Balamurugaon (2013) studied professional commitment of teachers in tribal areas and found that there was significant difference between male and female teachers. These studies support the present study results that there is significant difference exist between the professional commitment of B.Ed. teacher educators with respect to gender.

**Table 4.3  
Significance of the difference between means of Professional Commitment among the rural and urban B.Ed. teacher Educators of Ludhiana District**

Category	N	Mean	Std. Deviation	Std. Error Mean	Std. Error Difference	t-value
Rural	56	283.82	19.09	2.55	4.20	2.22*
Urban	44	293.18	22.97	3.46		

It is evident from the table 4.3 the mean scores of professional commitment among rural and urban B.Ed. teacher Educators of Ludhiana District as 283.82 and 293.18 respectively, and their standard deviation 19.09 as and 22.97 respectively. The t-value calculated as 2.22 which is significant at 0.05 level of significance and non significant at

0.01 level of significance. The study considered on rural and urban teachers is quoted to support the present findings. Gupta and Jains (2013) studied professional commitment among teacher educators and found that there was no significant difference between professional commitment of urban and rural teacher educators. This study support the present study results that there is significant difference exist between the professional commitment of B.Ed. teacher educators with respect to area.

**Table 4.4  
Significance of the difference between means of Social Intelligence among the male and female B.Ed. teacher Educators of Ludhiana District**

Sex	N	Mean	Std. Deviation	Std. Error Mean	Std. Error Difference	t-value
Male	30	106.97	10.98	2.00	2.51	0.83
Female	70	104.89	11.72	1.40		

It is evident from the table 4.4 the mean scores of social intelligence among male and female B.Ed. teacher Educators of Ludhiana District as 106.97 and 104.89 respectively, and their standard deviation 10.98 as and 11.72 respectively. The t-value calculated as .83 which is insignificant at both levels of significance. The study considered on male and female teachers is quoted to support the present findings. Toor (2013) found that there is no significant difference in social intelligence of male and female secondary school teachers. The study support the present study results that there is no significant difference exist between the social intelligence of B.Ed. teacher educators with respect to gender.

**Table 4.5  
Significance of the difference between means of Social Intelligence among the rural and urban B.Ed. teacher Educators of Ludhiana District**

Category	N	Mean	Std. Deviation	Std. Error Mean	Std. Error Difference	t-value
Rural	56	104.43	10.33	1.38049	2.31	1.06
Urban	44	106.89	12.80	1.93040		

It is evident from the table 4.5 the mean scores of social intelligence among rural and urban B.Ed. teacher Educators of Ludhiana District as 104.43 and 106.89 respectively, and their standard deviation 10.33 as and 12.80 respectively. The t-value calculated as 1.06 which is non-significant at both levels of significance. The study considered on rural and urban teachers is quoted to support the present findings. Bartwal (2014) in his study found that there was no significant difference in rural and urban male and female students which shows that the mental health is present in the same amount in both sexes and locales. The investigator also found that, there was no significant gender difference with regard to social intelligence among rural and urban students. This study support the present study results that there is non-significant difference exist between the social intelligence of B.Ed. teacher educators with respect to area.

**Conclusions**

The study revealed that the non-significant correlation was found between professional commitment and Social Intelligence of the teachers working in teacher training institutions. As Social intelligence has no impact on the professional commitment of the teacher educators. The relationship between them is negligible. It is found in the research that the professional commitment is not signifi-

cantly correlated with the social intelligence of the teacher educator. The results of the study further show that there is significant difference exists between means of professional commitment among B.Ed. teacher Educators of Ludhiana District with respect to gender and areas. The result of the study also shows that there is non-significant difference exists between means of social intelligence among B.Ed. teacher Educators of Ludhiana District with respect to gender and areas.

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