



ORIGINAL RESEARCH PAPER

Education

TO STUDY THE PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS OF COLLEGES OF FEROZEPUR / FAZILKA DISTT.

KEY WORDS:

Dr.Ranjit Kaur Bhalla

Principal Lala Jagat Naryan Education College, Jalalabad (West), Distt. Fazilka, Punjab

ABSTRACT

Commitment is an important component of teachers' emotional reaction to their experience. It points towards that learned behaviour or attitude which is related with the Professional behavior of the teacher. Such emotional drive make to take decision about strength of willingness to personally invest their time, energy and efforts for STUDENTS and their LEARNING. Commitment may be defined as the investment of time, energy and resources in teaching. Commitment may be regarded as the willingness of a person to invest personal resources to the teaching-learning process. The feelings of belongingness make strong connection between a teacher and the institution. Such belongingness makes the teachers to adopt common values, goal and culture.

INTRODUCTION

An effective educator must be committed to the profession. Commitment to the profession refers to all those formal and informal engaging activities that are needed for continuous professional development. A truly committed teacher puts the learning and interest of students above everything else. She/he does her/his best to comply with the commitment they have made. The greatest commitment of a teacher should be with the STUDENTS and their LEARNING. Commitment is a term that teachers frequently use in describing themselves and each other (Nias, 1981). This commitment makes distinction between those who are 'caring', 'dedicated', and 'take their job seriously' from those who give priority to their own interest. Some teachers see their commitment as part of their professional identity. Other teachers feel the demands of teaching to be significant, requiring great personal investment and view it as a job that can take over your life (Nias, 1981). Teacher commitment has been found to be critical predictor of teachers work performance, absenteeism, burnout, and turnout, as well as, having an influence on students' achievement and attitudes toward school (Tsui & Cheng, 1999).

Dave and Rajput (1998) have identified four dimensions of teachers' Commitment.

1. Commitment to the learner: includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concerns for their all-round development etc.
2. Commitment to the society; awareness of, and concern about, the impact of teachers' work on the development of community, democratic value and the nation.
3. Commitment to the profession: development of a professional ethics and sense of vocation.
4. Commitment to basic human values: to become a role model in the class room and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc.

CHALLENGES FOR TEACHER COMMITMENT

Teacher Commitment may be enhanced or diminished by factors such as student behaviour, collegial and administrative support, parental demands and national education (day, 2004). Reform policies in several nations have deteriorated the working conditions of teachers. Such conditions in turn have demoralized the teachers. Such demoralization led to absenteeism, and then abandonment of this profession, which created an adverse effect on the quality of education. Some challenges to teacher Commitment are given below:

1. Low level of self motivation.
2. Traditional-teaching method.
3. Overemphasis on syllabus completion.
4. Commercialization of education.

REVIEW OF THE RELATED STUDY

Several empirical researches have studied organizational commitment as a work-place behavioural consequence. Based upon recent studies in this field, here exists no single human factor

that has impacted the organizational outcomes more than organizational commitment (Chen, Lin, Lu & Tosco (2007). Freuned, 2005 /fazel, 2004; joiner & Bakalies, Makanjee, Harter, & Uys,2006. Obeng & Ugboro,2003. Louis (1998)defined commitment as investment in a specific career. Lortie's definition of teacher commitment was used within the study, which is the willingness to invest personal resources in to the teaching task and thus remain in the teaching profession (Hamilton, (2007). Robinson (2003), has mentioned that the organizations that want to build high level of commitment should look for ways to build up feelings of belongingness and emotional attachment of colleagues in the workplace through group activities both in and out of work. Harris and Cameron (2005)also mentioned that the sense of belonging and strong interpersonal ties with co-wirjers has a positive effect on affective commitment within the organization. Tanner (2007) has said that if an employee cannot develop a mutually supportive and trusting relationship with the supervisors and co-workers, it will be difficult to achieve a high level of job satisfaction and commitment. When and intuition work for growth and development opportunities to its teacher to acquire professional abilities, and some incentives in the for of promotions and remuneration are given, these teachers also reciprocate and develop a sense of moral obligations towards the institution. There is positive correlation with job satisfactions. More satisfied teachers are more committed towards their profession. Weimer and vardi (1980) conclude that commitment is value based and mainly depends on the teacher characteristic such as knowledge base, sense of responsibility, and inquisitiveness of teacher. Hung and Liu(1998) depicted that stay-back is that factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment. Karsh and Iskender (2009) found that the level of motivation affects the institutional commitment. Hulpia & Devas (2010) reported that those teachers were more strongly committed whose leaders were highly accessible, tackled problem efficiently or empowered teachers to participate, and frequently monitored teachers' daily practices. Lee and Zhang (2010) conducted a multilevel analysis of the impact of a professional learning Community (PLC), faculty trust in colleagues, collective efficacy on teacher commitment to students. The findings indicated that two PLC factors including collective learning and application and supportive conditions, structures, and the factors: trust in colleagues and collective teacher efficacy could significantly and positively account for the school-level variances of teachers' commitment to students. With regard to professional development activities, the studies conducted by, for example, Koster et al.(2008) and ben-Peretz et al. (2010) indicated that the professional development of teacher educators comprises of various types of learning, ranging from implicit ways of learning to deliberate actions, to advance one's competencies there are various measures that teacher education institutions can implement themselves to encourage their teacher educators' professional development. Smith (2003) point out the responsibility of teacher education institutes to encourage and steer the professional development of their staff. She recommended measures that are reasonably easy to implemlnt,

such as organisation of regular staff meeting, the use of action learning within teams, arranging feedback from supervisors, colleagues and students and the observations of experienced colleagues. There is growing rapport for the belief that the most powerful learning experience takes place as a result of being part of a community, network of team, and that learning between members is perhaps even more meaningful than individual learning, as Barak et al. (2010) advocated, which suggests that organizing team related ways of working could have a significant impact on teacher educators' professional development. There is growing recognition that teacher educators can only continue to act as professionals if they are engaged in further professional development throughout their entire career (Klink et al. (2017)Mc Gee and Lawrence (2009,p,140) argue that: Teacher educators work with teachers to promote support professional learning, as is their own professional learning is particularly important. Drawing on the work of Conway and Clark (2003) Dengerink et al. (2015) reported a pattern in their study on the professional development of Dutch teacher educators. They observed a shift in teacher educators' personal focus from concerns about their personal classroom management capacities to concern about their personal abilities to grow as a teacher and person. Their findings are also supported by studies on the induction of teacher educators (Murray and Harrison 2008, Swennen van der Klink 2009, van Velzen et al. 2010, White 2013). Teacher educators are crucial players for the improvement of teacher education, as a recent report for the European Commission confirms (Caena 2013). "if we assume that the high is a valuable asset in nurturing higher cognitive abilities. Only professional commitment can enhance the quality in research and extension activities. Thus there is need to know the professional commitment of teacher-educators ability to solve problems for the caliber, education and professional development of the teacher educators, whose job is to prepare new teachers (Eliahoo 2017).

NEED OF THE STUDY

Teachers need high level skill, high positive attitude towards their profession and high level attachment with their institutions. The professional commitment of teacher educators is to produce highly competent school-teachers who will produce intellectually and socially and socially competent citizens. The primary goal is to develop the teacher educators thinking and reasoning ability. Teachers must pursue assumptions to reach logical conclusions and to handle abstraction. Due emphasis have not been given to nurture cognitive abilities like open-mindedness, problem-solving, establishing cause and effect relationship among teacher educators. The above mentioned abilities help in developing the professional commitment of teacher educators. Such teacher-educators require assistance in developing their ability to solve problems which is a valuable asset in nurturing higher cognitive abilities. Only professional commitment can enhance the quality in teaching, research and extension activities. Thus there is need to know the professional commitment of teacher educators because they are responsible for the preparation of school teachers.

OBJECTIVES

- 1 To study the professional commitment level of the 200 teachers educators of Ferozepur Distt. (Punjab)
- 2 To study the difference in professional commitment between male & female teacher educators.
- 3 To study the difference in professional commitment between science and social science teacher educators.
- 4 To study the difference in professional commitment between adhoc and regular teacher-educators

HYPOTHESES

1. There may exist significant level of professional commitment among teacher-educators.
2. There may exist significant difference in professional commitment between male and female teacher educators.
3. There may exist significant difference in professional Commitment between science and social-science teacher educators.
4. There may exist significant difference in professional

commitment between senior (more than 15 years teaching experience) and novice (less than 5 years teaching experience) teacher educators.

5. There may exist significant difference in professional commitment between adhoc and regular teacher educators.

DELIMITATIONS OF THE STUDY

1. The study is limited to Fazilka/Ferozepur Distt. Punjab only.
2. The study is limited to teacher-educators only.
3. The study is limited to a sample of 200 teacher-educators only.
4. The study is limited to the dependent variable professional commitment only.

METHOD

The investigator employed descriptive survey method to know about the professional commitment among teacher-educators.

Sample:-

The researcher has selected 200 teacher educators from the colleges of education situated in Ferozepur/ Fazilka Distt. The investigator has adopted stratified random sampling technique to gather data from teacher educators working in different colleges of Ferozepur & Fazilka Punjab state.

TOOLS USED

The investigator has applied a standardised scale on professional commitment developed by Dr. Kanchen Kohli to collect data.

1. Simple questionnaire to know about the gender, teaching experience, mode of appointment, teaching subjects etc. developed by the investigator.

Scoring Procedure

There are 40 items in the scale. Each item has only one correct answer and carry one mark. One mark is given to correct response and zero mark to wrong response.

Statistical techniques Used Mean, S.D. & t-test was used in the study.

Analysis and Interpretation

Hypothesis 1: There may exist significant level of professional commitment among teacher educators.

The data analysis shows that about 80% teacher-educators secured high level of marks in professional commitment scale. It indicates that teacher-educators have high level of professional commitment towards their profession.

Hypothesis 2:

Table 1. Differences in mean of professional commitment between male and female teacher educators

Variables	N	Mean Professional Commitment Score	S.D.	t-ratio	Level of significance
Male	100	34.79	5.89	0.35	Non-significant at 0.05 level
Female	100	35.10	6.40		

N=Number of teacher educators

There may exist significant difference in professional commitment between male and female teacher educators.

The calculated value of t-ratio for main effect of variable i.e. gender is less than the table value at 0.05 level. This shows that gender as a single main variable shows no significant effect on professional commitment of teacher educators. The mean professional commitment score of male teacher educator is 34.79 and that of female teacher educator is 35.10. In other words it can be said that gender is independent of professional commitment of the teacher educators. Thus, the hypothesis that there is significant difference in professional commitment between male and female teacher educators is rejected.

Table 2. Differences in mean of professional commitment between Science and Social-science teacher educators

Variables	N	Mean Professional Commitment Score	S.D.	t-ratio	Level of significance
Science	100	36.28	5.12	2.94	significant at 0.01 level
Social Science	100	33.78	6.78		

N=Number of teacher educators

The Calculated value of t-ratio for main effect of variable pedagogy subject of teacher educator is 2.94 which is higher than the table value at 0.01 level. This shows that pedagogy subject as a main variable shows significant difference on professional commitment of teacher educators. The mean Professional commitment score of science teacher-educators is 36.28 and the mean Professional commitment score of social science teacher-educators is 33.78. Thus mean Professional commitment score of science teacher-educators is higher than that of social science teacher educators. It leads us to conclude that science teacher educators have high level of professional commitment than social science teacher-educators. Thus the hypothesis that there is significant effect of pedagogy subject on professional commitment is accepted.

Table 3. Differences in mean of professional commitment between less experienced and more experienced teacher educators.

Variables	N	Mean Professional Commitment Score	S.D.	t-ratio	Level of significance
Less teaching experience	100	34.23	5.67	3.17	significant at 0.01 level
More teaching experience	100	36.67	5.23		

N=Number of teacher educators

The Calculated value of t-ratio for main effect of variable experienced of teacher educator is 3.17 which is higher than the table value at 0.01 level. This shows that length of teaching experience as a main variable shows significant difference on professional commitment of teacher educators. The mean professional commitment score of teacher educators having more than 15 years teaching experience is 36.67 and The mean professional commitment score of teacher educators having less than 5 years teaching experience is 34.23. Thus mean Professional commitment score of the teacher-educators having more than 15 years teaching experience is higher than that of teacher educators having less than 5 years teaching experience. It leads us to conclude that teacher educators having more experience have high level of professional commitment than teacher-educators having less teaching experience. Thus the hypothesis that there is significant effect of length of teaching on professional commitment is accepted.

Table 4. Differences in mean of professional commitment between adhoc and regular teacher educators.

Variables	N	Mean Professional Commitment Score	S.D.	t-ratio	Level of significance
Adhoc	100	34.23	5.67	3.17	significant at 0.01 level
Regular	100	36.67	5.23		

N=Number of teacher educators

The Calculated value of t-ratio for main effect of variable mode of appointment of teacher educator is 3.35 which is higher than the table value at 0.01 level. This shows that mode of appointment as a single main variable shows significant difference on professional commitment of teacher educators. The mean professional commitment score of regular teacher educators is 36.35 and The

mean professional commitment score of adhoc teacher educators is 33.35. Thus mean Professional commitment score of regular teacher-educators is higher than that of adhoc teacher educators. It leads us to conclude that regular teacher educators have high level of professional commitment than adhoc teacher-educators. Thus the hypothesis that there is significant effect of mode of appointment on professional commitment is accepted.

RESULT AND DISCUSSION

Analysis and interpretation of the data show that there is no significant difference in the professional commitment between male and female teacher educators. It shows that gender has a significant effect on the profesning skills devisional commitment. Thus both male and female have equal commitment. Further analysis reveal that science teacher educators have high level of professional commitment as compared to social science teacher-educators. This may be due to habit of hard work, problem solving ability, critical thinking skills developed during their studies during B.Sc. course. The result also indicates that length of teaching experience have significant effect on professional commitment This may be due to length of their teaching experience. Long eaching experience has given more opportunities to teacher-educators to develop their professional commitment.

REFERENCES

1. Barak, J., Gidron A., & Turniansky, B. (2010) without stones there is no arch: A study of professional development of teacher educators as a team professional Development in Education 36(1-2) 275-287
2. Klink, M.V., Kools, Q., Avissar, G., White, S. & Sakata, T. (2017). Professional Development of teacher educators, What do they do? Finding from an educators international study, 43(2), 163-178.
3. Lee, J.C.K, Zhang, Z & Yin, H. (2011). A multilevel analysis of the impact of a Professional learning community, faculty trust in colleagues and collective efficacy on teacher commitment to students teaching. Teaching and Teacher Education, 27(5), 820-830.
4. Mc Gee, A., & Lawrence, A. (2009). Teacher educators inquiring into their own practice. Professional Development in Education, 35(1), 139-157.
5. White, E. (2013). Exploring the Professional development needs of new teacher educators situated solely in school: Pedagogical knowledge & professional identity. Professional Development in Education, 39(1), 82-98.