

AN EXPLORATORY STUDY OF PROFESSIONAL COMMITMENT AMONG TEACHER EDUCATORS WORKING IN B.ED. COLLEGES

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Abstract

The present study was planned to explore professional commitment with its dimensions i.e. commitment to learner, commitment to society, commitment to profession, commitment to achieve excellence and commitment to basic values among teacher educators working in B.Ed. colleges in relation to type of institution, academic stream and locus of control. Descriptive survey method was employed for the present investigation. Multi-stage random sampling technique was used to select the sample of 300 teacher educators working in B.Ed. colleges of Haryana. Professional Commitment Scale for Teacher Educators by Sood and Teacher's Locus of Control Scale standardized by Gupta and Nain were used to collect the data. Means, S.D's and t-test were used for the purpose of data analysis. The findings revealed a significant difference in professional commitment with its dimensions i) commitment to the learner; ii) commitment to the society; iii) commitment to the profession; iv) commitment to the achieve excellence for professional actions; & v) commitment to the basic values; among teacher educators working in govt./ govt. aided and self financing B.Ed. colleges. Professional commitment with its dimensions among teacher educators belonging to science and arts stream; and further, teacher educators having internal and external locus of control were found to be significantly different.

Keywords: Professional Commitment, Type of Institution, Academic Stream, Locus of Control

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Introduction

Teachers play an inevitable role not as mere transmitter of knowledge and culture but also as changing agent. The quality of teaching depends largely on the level of teachers' involvement in relation to the professional exerted by the organization. A committed teacher acts as manager, leader and organizer of group activities, builder of pupil's character and is usually expected to promote learning activities. It is true that the nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher educators. It is the level of their commitment, devotion and dedication that determines the future society. Professional commitment is defined as the psychological link between an individual and his profession that is based on an affective reaction to that profession (Lee, Carswell and Allen, 2000)[5]. It is putting the best foot forward at work and functioning with integrity in an organization. Professional commitment means mobilising to the best of one's ability, knowledge and also calls for training to keep oneself updated. It requires personal commitment and willingness to take on these assigned and to acquire needed knowledge. As a professional, it is important to work with honesty and transparency. It is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession such as punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, honesty etc.

A professional committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. Shishupal (2001)[11] revealed that the teacher-trainees exhibited a fair degree of commitment to teaching profession. Maheshwari (2002)[6] revealed that the professional commitment of the teachers was found to be moderate and was not independent of the gender differences and further, the healthy school environment enhanced commitment among teachers. Shukla (2009)[12] suggested that professional commitment and teaching competency were not related to each other which means committed teachers need not to be competent and vice versa. Ching-Wen (2009)[2] showed that service climate was positively influenced professional commitment and job performance while professional commitment positively influenced job performance. Rani (2014)[7] concluded that the extrovert personality of male and female were more professionally committed than the introvert personality. Singh and Kumar (2015)[13]

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concluded that teachers with more experience were found to be more committed to their profession because they have the knowledge about their profession and know better the value of his profession.

Locus of control is a person's generalized belief that he can or cannot control his own destiny or his perspective on the events whether he is able to control or not (Rotter, 1966)[9]. Brownell (1982)[1] suggested that locus of control is how far a person accepts personal responsibility for what happens to him. Later, Robbins (2003)[8] defined locus of control as an individual's perception of his fate source. It is observed that without a desire to act, there will be no action. Teacher educators can help in building up perspective teachers' locus of control by teaching them through action skills. They can add strength to a perspective teachers' locus of control by using positive reinforcement through engaging them in empowerment activities that allow them to be more self dependent. Retirement, widowing, and deteriorating health all contribute to a low sense of control, whereas education, marriage, financial satisfaction, and religious association can all help in maintaining an internal locus of control. Kheterpal and Kochar (2006)[3] concluded that teachers who were satisfied with their jobs possessed an internal locus of control. The permanent and temporary college teachers differed significantly with respect to internal-external control as they had different job conditions. Wallace (2012)[15] concluded that low self-esteem was associated with higher levels of aggression for individuals with an external locus of control.

Plenty of researches have already been conducted on professional commitment but there found inconsistency in defining and determining its dimensions. From the brief survey, it has been indicated that gender, teaching experience and personality determines professional commitment among teachers but no research has shown the effect of type of institution, academic stream and locus of control on professional commitment of teacher educators. Therefore, the investigators undertook the present study to compare the professional commitment with its five dimensions of teacher educators working in B.Ed. colleges in relation to type of institution, academic stream and locus of control.

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Variables Involved

- **Dependent Variable:** professional commitment.
- **Independent Variables:** (a) Type of Institution (b) Academic Stream and (c) Locus of Control.

Objectives of the Study

1. To compare the professional commitment with its dimensions as– i) commitment to the learner; ii) commitment to the society; iii) commitment to the profession; iv) commitment to the achieve excellence for professional actions; & v) commitment to the basic values, among teacher educators working in govt./govt. aided and self-financing B.Ed. colleges.
2. To compare the professional commitment with its dimensions as– i) commitment to the learner; ii) commitment to the society; iii) commitment to the profession; iv) commitment to the achieve excellence for professional actions; & v) commitment to the basic values, among teacher educators belonging to science and arts stream.
3. To compare the professional commitment with its dimensions as– i) Commitment to the learner; ii) Commitment to the society; iii) Commitment to the profession; iv) Commitment to the achieve excellence for professional actions; & v) Commitment to the basic values, among teacher educators having internal and external locus of control.

Hypotheses of the Study

- H₀₁ There is no significant difference in professional commitment with its dimensions as– i) commitment to the learner; ii) commitment to the society; iii) commitment to the profession; iv) commitment to the achieve excellence for professional actions; & v) commitment to the basic values, among teacher educators working in govt./govt. aided and self financing B.Ed. colleges.
- H₀₂ There is no significant difference in professional commitment with its dimensions as– i) commitment to the learner; ii) commitment to the society; iii) commitment to the profession; iv) commitment to the achieve excellence for professional actions; & v) commitment to the basic values, among teacher educators belonging to science and arts stream.

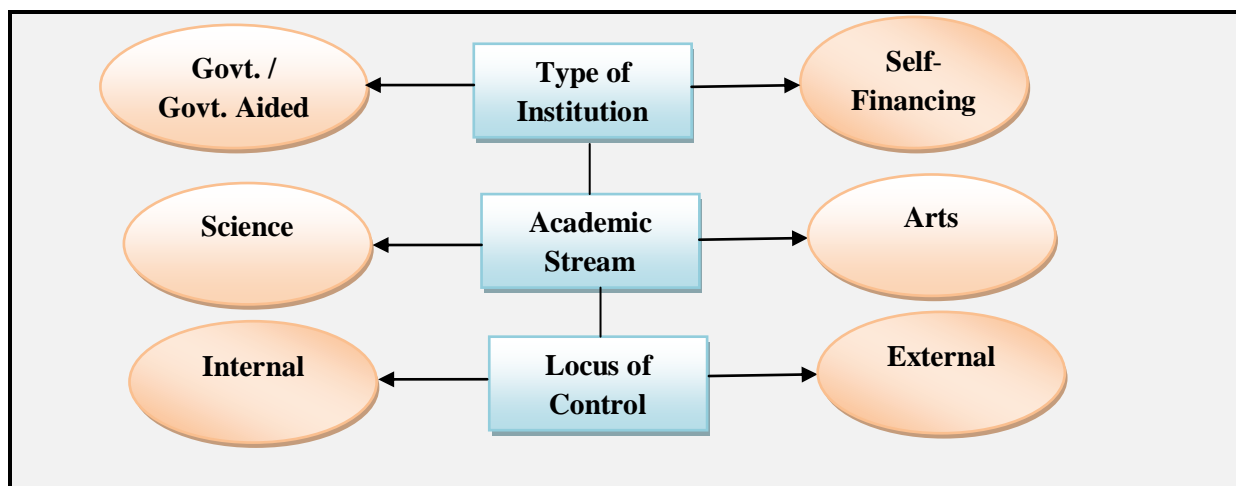
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H₀₃ There is no significant difference in professional commitment with its dimensions as– i) Commitment to the learner; ii) Commitment to the society; iii) Commitment to the profession; iv) Commitment to the achieve excellence for professional actions; & v) Commitment to the basic values, among teacher educators having internal and external locus of control.

Methodology

The present study employed descriptive survey method and aimed at finding the effect of type of institution, academic stream and locus of control on professional commitment. Each of the independent variables i.e. type of institution, academic stream and locus of control was varied at two levels as shown in the schematic design:



Sample

A sample of 300 teacher educators working in govt./govt. aided and self-financing B.Ed. colleges of Haryana was drawn using multi-stage stratified random sampling technique. These were stratified on the basis of type of institution [govt./govt. aided (120 teacher educators) and self-financing B.Ed. colleges (180 teacher educators)]; academic stream [Science stream (150 teacher educators) and Arts stream(150 teacher educators)]; and locus of control [internal (56 teacher educators) and external (77 teacher educators)]. The teacher

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educators who scored 55 and below were considered as internally controlled and those who scored 70 and above were considered as externally controlled.

Tools Used

1. Scale for Professional Commitment of Teacher Educators (PCSTE-sv) by Sood (2011)[14] was used to assess the degree of professional commitment. The scale consists of 70 items rated on a five point psychological continuum and the coefficient of reliability was found to be 0.79.
2. Teacher's Locus of Control Scale (TLOC-GMNI) developed by Gupta and Nain to assess teacher's internal and external locus of control. It is a Likert type five-point scale with 25 items and the coefficient of reliability was found to be 0.742.

Statistical Techniques

Means, S.D's and t-test were used to compare the dimensions of professional commitment i.e. commitment to the learner; commitment to the society; commitment to the profession; commitment to the achieve excellence for professional actions; & commitment to the basic values of teacher educators with respect to their type of institution, academic stream and locus of control.

Data Analysis and Interpretation

Comparison of Professional Commitment with respect to Type of Institution

The first objective was to compare the professional commitment with its dimensions among teacher educators working in govt./govt. aided and self-financing B.Ed. colleges. To achieve the objectives of the study, the data were subjected to t-test. The 't'- values and mean scores for professional commitment with its dimensions of the teacher educators with respect to their type of institution have been presented in the Table-1 and Fig. 1 respectively.

Table-1 depicts that 't'-values for the mean scores of professional commitment with its dimensions between teacher educators working in govt./govt. aided and self financing B.Ed. colleges are significant at 0.01 level. Thus, hypothesis H_{o1} is rejected. However in the context of the mean scores, it can be seen that teacher educators working in Self Financing B.Ed. colleges (274.09) are more professionally committed than their counterparts (258.79).

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The present finding is in consonance with the findings of Kumar (2012)[4] who concluded that the teacher educators of self-financing institutions were high professionally committed teacher educators of government financed institutions.

Table-1

‘t’ values for Mean Scores of Professional Commitment and its Dimensions of Teacher Educators working in Govt./ Govt. Aided and Self-Financing B.Ed. Colleges

Variables	Teacher Educators (N=300)				t-values
	Govt./Govt. Aided (N=120)		Self-Financing (N=180)		
	Mean	S.D.	Mean	S.D.	
Commitment to the Learner	55.41	7.01	58.93	6.34	4.5**
Commitment to the Society	54.5	7.26	57.91	6.28	4.32**
Commitment to the Profession	55.09	7.62	58.13	5.79	3.91**
Commitment to Achieve Excellence	55.13	8.09	57.73	6.05	3.19**
Commitment to Basic Values	38.68	4.92	41.39	3.28	5.75**
Overall Professional Commitment	258.79	34.06	274.09	26.69	4.35**

** =Significant at 0.01 level

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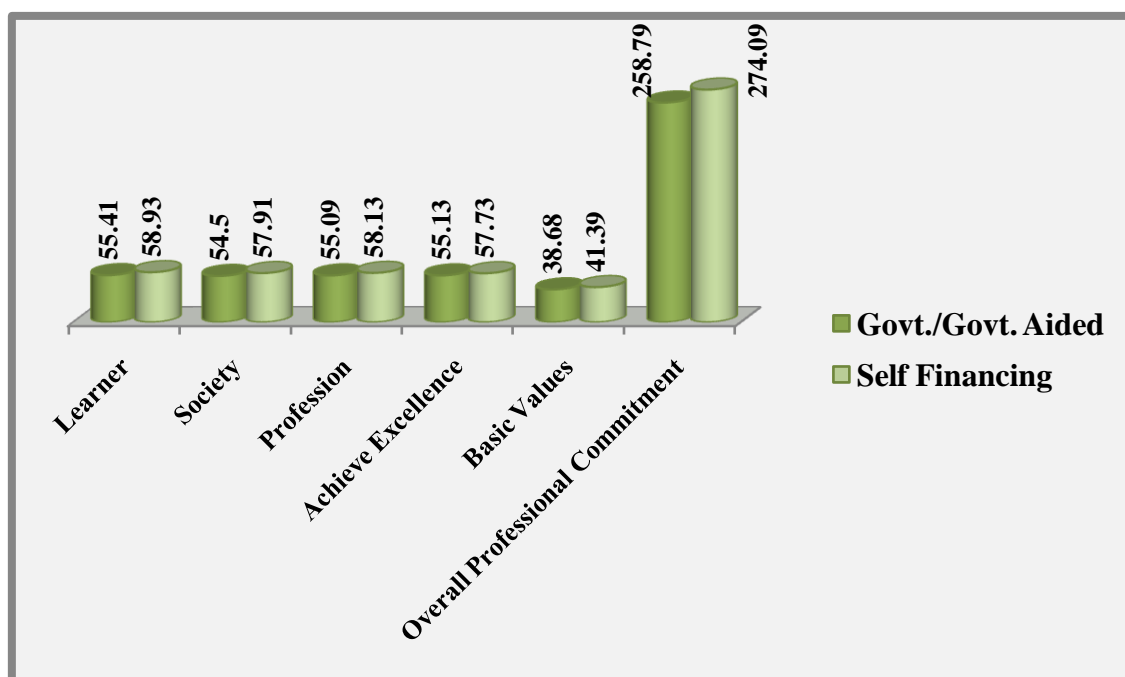


Fig. 1: Mean Scores of Professional Commitment of Teacher Educators with respect to their Type of Institution

Comparison of Professional Commitment with respect to Academic Stream

In order to compare the professional commitment with its dimensions among teacher educators belonging to science and arts stream, the data were subjected to t-test. The Table-2 presents means, S.D's and t-values of teacher educators belonging to science and arts stream with respect to their professional commitment with its dimensions. The mean scores have also been presented in the form of bar-diagram in Fig. 2.

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Table-2

‘t’ values for Mean Scores of Professional Commitment and its Dimensions of Teacher Educators belonging to Science Stream and Arts Stream

Variables	Teacher Educators (N=300)				t-values
	Science Stream (N=150)		Arts Stream (N=150)		
	Mean	S.D.	Mean	S.D.	
Commitment to the Learner	58.45	7.13	56.59	6.39	2.38*
Commitment to the Society	57.57	7.14	55.53	6.49	2.59**
Commitment to the Profession	58.19	6.84	55.64	6.41	3.33**
Commitment to Achieve Excellence	57.71	6.97	55.67	7	2.54*
Commitment to Basic Values	41.1	4.28	39.51	4.03	3.31**
Overall Professional Commitment	273.01	31.51	262.93	29.18	2.87**

**= Significant at 0.01 level

* =Significant at 0.05 level

Table-2 depicts that ‘t’-values for the mean scores of professional commitment with its dimensions among teacher educators belonging to science stream and arts stream are found significant. Thus, hypothesis Ho₂ cannot be accepted. It is found that the mean score of overall professional commitment of teacher educators belonging to arts stream (273.01) is higher than that of teacher educators belonging to science stream (262.93) leading to the inference that academic stream has shown its impact on professional commitment of teacher educators. But Sharma (2008) [10] found that no significant difference was observed on the commitment of science and arts teachers.

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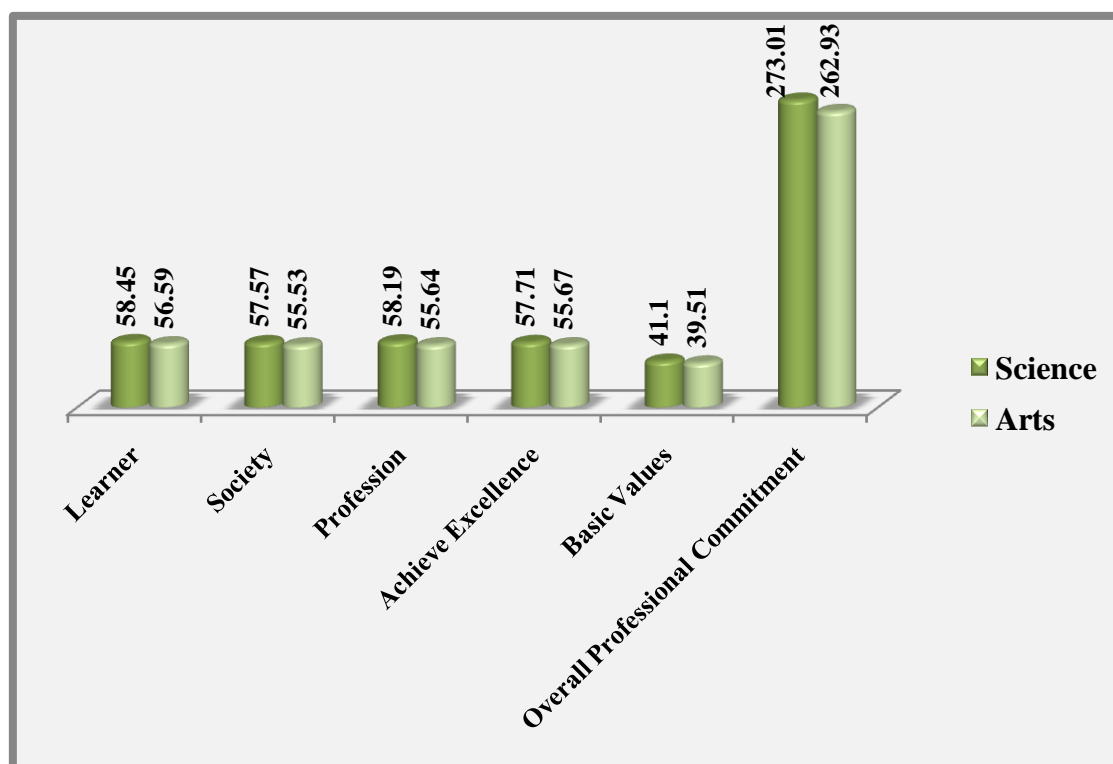


Fig. 2: Mean Scores of Professional Commitment of Teacher Educators with respect to their Academic Stream

Comparison of Professional Commitment with respect to Locus of Control

In order to compare the professional commitment with its dimensions among internally and externally controlled teacher educators, the data were subjected to t-test. The Table-3 presents means, S.D's and t-values of internally and externally controlled teacher educators belonging with respect to their professional commitment with its dimensions. The mean scores have also been presented in fig. 3.

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Table-3

‘t’ values for Mean Scores of Professional Commitment and its Dimensions of Teacher Educators having Internal and External Locus of Control

Variables	Teacher Educators (N=133)				t-values
	Internal LOC (N=56)		External LOC (N=77)		
	Mean	S.D.	Mean	S.D.	
Commitment to the Learner	62.32	5.03	55.61	7.33	5.90**
Commitment to the Society	62.08	4.34	54.85	7.06	6.78**
Commitment to the Profession	62.39	4.33	56.02	6.58	6.31**
Commitment to Achieve Excellence	61.85	3.64	55.54	7.19	6.02**
Commitment to Basic Values	44.05	2.41	39.64	3.92	7.42**
Overall Professional Commitment	292.69	18.87	261.79	31.13	6.59**

**= Significant at 0.01 level

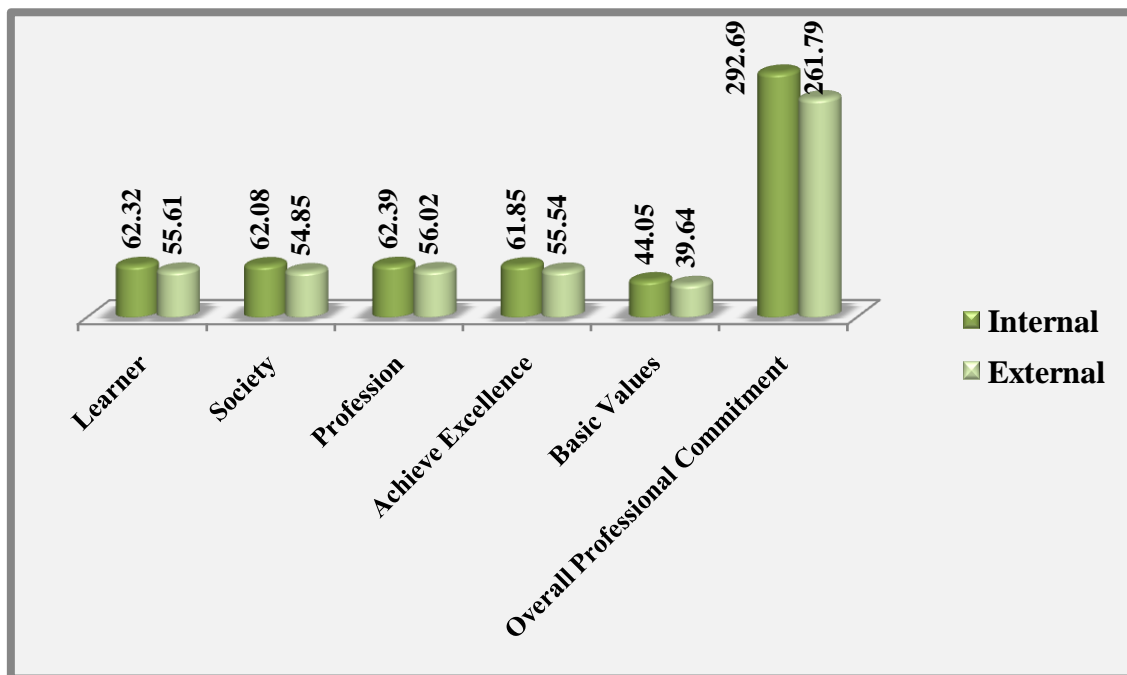


Fig. 3: Mean Scores of Professional Commitment of Teacher Educators with respect to their Locus of Control

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Table-3 depicts that 't'-values for the mean scores of professional commitment and its dimensions between teacher educators having internal and external locus of control are found significant. Thus, hypothesis Ho₃ is rejected. As shown in table-3 and figure 3, the mean score of professional commitment of teacher educators who were internally controlled (292.69) is higher than that of teacher educators who are externally controlled (261.79). So it is inferred that locus of control has its impact on professional commitment of teacher educators.

Findings of the Study

- There found a significant difference in professional commitment and its dimensions as commitment to the learner, the society, the profession, achieve excellence for professional actions, and the basic values among teacher educators working in govt./govt. aided and self-financing B.Ed. colleges.
- A significant difference in professional commitment with its dimensions as commitment to the learner, the society, the profession, achieve excellence for professional actions, and the basic values among teacher educators belonging to science and arts stream was observed.
- Professional commitment and its dimensions i.e. as commitment to the learner; the society; the profession; achieve excellence for professional actions; and the basic values among teacher educators having internal and external locus of control were found to be significant.

Educational Implications

Findings revealed that the professional commitment among teacher educators working in self financing B.Ed. colleges; teacher educators belonging to science stream; and teacher educators having internal locus of control were found to be higher than their counterparts. It is the need of today to find the reason and the necessary remedial measures should be taken by the management of the govt./govt aided B.Ed. colleges to enhance the professional commitment among them. Teacher educators must have some kind of accountability towards their profession. They should continuously be involved in their professional growth in terms of undertaking research, writing research papers, attending workshops and seminars etc that may be helpful in inculcating scientific attitude among them. This will bring professionalism

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among teachers and in turn will enhance their professional commitment. Counselling session should be arranged to provide ample opportunities that help them to express themselves and become independent thinkers. There is an urgent need that regulatory bodies in the field of education like NCTE and affiliating universities should strictly initiate steps to enforce rule and regulations for the welfare of the teacher educators. These initiations will be a great boon for enhancing the professional commitment among teacher educators.

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