



Professional Commitment among B.Ed. Teacher Educators

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Abstract

This paper explored the level of professional commitment of teacher educators serving in B.Ed. colleges. The data were gathered through scale for professional commitment of teacher educators' from 50 teacher educators of 5 B.Ed. colleges of Punjab. The results showed that the level of professional commitment of B.Ed. teacher educators in Punjab is high. The significant differences were found in professional commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification. This paper has highlighted the issues related with professional commitment among teachers.

Key words: Professional, Commitment, Teacher educators

Introduction

Education all over the world is seen as a process of transmitting the cultural heritage, stabilizing the present and improving or changing the future of the people. The school system in this regard is generally accepted as a major agent of education. This makes the factor of the teacher central in the task of education. Today, teacher education is considered to be the foundation for quality and relevance in education at all levels. But professional commitment among teacher educators is most ignored part i.e. why teacher professionalism is at a threshold. Moral purpose and change agency are implicit in what good teaching and effective change are about, but as yet they are society's (and teaching's) great untapped resources for radical and continuous improvement. We need to

go public with a new rationale for why teaching and teacher development are fundamental to the future of society.

Above all, we need action that links initial teacher preparation and continuous teacher development based on moral purpose and change agency with the corresponding restructuring of universities and schools and their relationships. Systems don't change by themselves. Rather, the actions of individuals and small groups working on new conceptions intersect to produce breakthroughs (Fullan 1993). New conceptions, once mobilized, become new paradigms. The new paradigm for teacher professionalism synthesizes the forces of moral purpose and change agency. So this paper aims to study professional commitment among B.Ed. Teacher Educators

Objectives

1. To study the level of professional commitment of teacher educators.
2. To study the difference in professional commitment of male and female teacher educators, married and unmarried teacher educators and NET qualified and non NET qualified teacher educators.

Hypotheses

1. There exist no significance difference in professional commitment of male and female teacher educators.
2. There exist no significance difference in professional commitment of married and unmarried teacher educators.
3. There exist no significance difference in professional commitment of NET qualified and non NET qualified teacher educators.

Method: A descriptive method of research was used to conduct the present study.

Sample: A sample of 50 teacher educators was selected on the basis of purposive sampling technique from 5 B.ED. colleges of Patiala district.

Tool: The data was collected by administering scale for professional commitment of teacher educators developed and standardized by Kanchan Kohli. This scale has 30 statements which are of likert type scale.

Analysis and Interpretation: Descriptive statistics mean, median, skewness and kurtosis was applied to assess the normality of data. Significance of difference professional

commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification was studied by applying t- test.

Table 1-Mean and Standard Deviation scores on professional commitment of female teacher educators and male teacher educators

Variables	Mean	Standard Deviation
Professional commitment of female	104.46	9.56
Professional commitment of male	94.77	11.53

Mean professional commitment scores of female teacher educators in Patiala district was found to be significantly high as compare to male teacher educators. So the first null hypothesis that there exist no significance difference in professional commitment of male and female teacher educators is rejected. Hence it was inferred that female teacher educators in Patiala district tend to be more professionally committed than male teacher educators.

Table 2 showing significance of difference regarding professional commitment among female teacher educators and male teacher educators

Groups	N	Mean	Standard Deviation	't'	Significance
Female teacher educators	250	104.46	9.56	8.34	Significant at .01 level
Male teacher educators	250	94.77	11.53		

The analysis of data revealed that t- value testing the Significance of difference in the professional commitment of teacher educators with regard to gender i.e 8.34 which was much higher than table value of 't' at 0.01 level of significance. This shows that there exist significant difference in professional commitment of female teacher educators and male teacher educator.

Table 3 Mean and Standard Deviation scores on professional commitment of unmarried teacher educators and married teacher educators

Variables	Mean	Standard Deviation
Professional commitment of unmarried teacher educators	126.78	8.9
Professional commitment of married teacher educators	112.34	7.8

Further the mean professional commitment scores of unmarried teacher educators in Patiala district was found to be significantly high as compare to married teacher educators . So the second null hypothesis that there exist no significance difference in professional commitment of married and unmarried teacher educators is rejected in the favour unmarried teacher educators .

Table-4 showing significance of difference regarding professional commitment among unmarried teacher educators and married teacher educators

Groups	N	Mean	Standard Deviation	't' ratio	Significance
unmarried teacher educators	250	126.78	8.9	6.78	Significant at .01 level
Married teacher educators	250	112.34	7.8		

Further analysis of data revealed that t- value testing the Significance of difference in the professional commitment of B.Ed. teacher educators with regard to their marital status i.e 6.78 which was much higher than table value of 't' at 0.01 level of significance.

Table 5- Mean and Standard Deviation scores on professional commitment of NET qualified teacher educators and non NET qualified teacher educators

Variables	Mean	Standard Deviation
Professional commitment of NET qualified teacher educators	113.44	9.18
Professional commitment of non NET qualified teacher educators	102.56	9.67

Further the mean professional commitment of NET qualified teacher educators in Patiala district was found to be significantly high as compare to non-NET qualified teacher educators So the third null hypothesis that there exist no significance difference in professional commitment of NET qualified and non NET qualified teacher educators is rejected. It shows that level of professional commitment in NET qualified and non NET qualified teacher educators is not same.

Table 6 showing significance of difference regarding professional commitment among NET qualified teacher educators and non NET qualified teacher educators

Groups	N	Mean	Standard Deviation	't' ratio	Significance
NET qualified teacher educators	250	113.44	9.18	5.78	Significant at .01 level
Non NET qualified teacher educators	250	102.56	9.67		

The t- value testing the Significance of difference in the professional commitment scores of teacher educators with regard to their NET qualification i.e. 5.78 which was much higher than table value of 't' at 0.01 level of significance.

Conclusion

From above analysis of data, it is clear that the professional commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification was high in Patiala district.

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