



A Study of Professional Commitment of Teacher Educators of Kumaon Region of Uttarakhand

Ajit Kumar Saini^{1*}, Prof. Lalit Mohan Pandey²

^{1*}Research Scholar & Assistant Professor, Department of Teacher Education, Lal Bahadur Shastri Government P.G. College, Halduchaur, Nainital, Uttarakhand, Email: ajitsainieducation2014@gmail.com

²Professor, Department of Teacher Education, Lal Bahadur Shastri Government P.G. College, Halduchaur, Nainital, Uttarakhand, Email: lmpandey.29@gmail.com

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ARTICLE INFO ABSTRACT

This study examines the professional commitment levels of teacher educators as influenced by gender, type of institution, teaching experience and teaching stream. The research used a descriptive survey design, including a sample of 150 teacher educators chosen from the B.Ed. institutions in the Kumaon region of Uttarakhand, affiliated with Kumaon University Nainital and Soban Singh Jeena University, Almora, by random selection methods. The research objective was to compare and assess the level of professional commitment among teacher educators based on their gender, teaching experience, teaching stream and type of institution. The data is gathered using the standardised professional commitment scale for teacher educators. The researcher used mean, standard deviation, and t-tests for analysis. The research conducted revealed that gender and teaching stream had no significant impact of level of professional commitment, while type of Institutions and teaching experience showed significant impact on level of professional commitment.

keywords: Professional commitment, Gender, Type of Institution, teaching experience, Humanities and Science Group

Introduction

Professional commitment is described as a feeling of commitment among persons inside the professional group. The specified commitment consists of two essential components: pride in the teaching profession and a strong desire for professional growth (Shukla, 2014). Professional commitment also refers to the emotional and social ties that bind professionals to their work. The teaching profession is universally regarded as a noble profession. Educators responsible for producing high-quality teachers should be more committed to their profession. An enthusiastic teacher educator is an advantage to society. Society has an enormous need for skilled teachers. Professional commitment has been recognised as a vital determinant of organisational results. Commitment is considered essential for organisational productivity, quality, and performance. Meyer, J. P., & Allen, N. J. (1997), &1 Lee, K., Carswell, J. J., & Allen, N. J. (2000).

The necessity for competent teachers is high in contemporary society. Teacher educators' professional dedication impacts school education by preparing great teachers. In addition to being a vital source of information, teachers are crucial in ensuring the development of a nation's understanding of science, attitude, skills, and interpersonal relations. NCTE (1988) also emphasises the competency-based and commitment-oriented teacher education program. The dedicated educator provides equitable opportunities to all students based on their capabilities. Competencies and abilities to make appropriate decisions at the proper moment to guarantee optimal success. Professional dedication is the essence of an exemplary educator, characterised by consistency, competence, and adherence to professional norms. This study sought to investigate the professional commitment of teacher educators. A dedicated educator has distinct attributes necessary for efficient and successful performance inside the system. The commitment to their work as educators can help them to build a successful learning environment for their students. The goal of teacher educators is to cultivate in their students professional teaching skills as much as possible. Professional commitment involves seeing one's profession as central to their life. Factors such as knowledge and experience gained through their profession Ataç (2019). Commitment to a profession enhances individuals' performance within that field (Yıldız, 2020)

Literature Review

Begum, Dr & Alam, Tabrez. (2022) studied teacher educators' professional commitment concerning their gender and qualifications. The study found no significant difference in teacher educators' professional commitment based on gender or qualification, but there was a notable difference in the level of commitment.

Nayci Ö. (2021) conducted a study on the professional commitment levels of primary and secondary school teachers during the COVID-19 pandemic. The study found high commitment levels, with significant differences based on gender and educational status but no significant differences based on school level, professional seniority, age, or marital status.

Ranju B (2017) Studied professional commitment among 200 schoolteachers in Panjab, selected randomly from Ludhiana and Hoshiarpur districts, and found that male and female teachers differ significantly in commitment levels. According to the Professional Commitment Scale for Teachers, most teachers have an average level of 56% commitment.

Madhu Gupta & Indu Nain (2015) conducted research about professional commitment among teacher educators at B.Ed. institutions. The research indicates notable disparities in professional commitment among teacher educators at government, assisted, and self-financing B.Ed. institutions, as well as between the scientific and arts disciplines, underscoring the significance of professional commitment in education.

Objectives of the Study:

The current study's aims are as follows:

To determine the professional commitment among teacher educators.

1. To investigate if there is a disparity by gender in the level of professional commitment among teacher educators.
2. To examine the disparity based on the type of institution regarding the level of professional commitment among teacher educators.
3. To determine if there is a significant mean difference in professional commitment between teacher educators in the humanities and science groups.
4. To determine if any significant mean difference exists between below ten years and above ten years of teaching experience concerning the professional commitment of Teacher Educators

Hypothesis of the study.

1. There is no substantial difference in professional commitment mean scores between male and female teacher educators.
2. There is no significant mean difference in the professional commitment mean scores of Governments and private teacher educators.
3. There is no significant mean difference in professional commitment between teacher educators belonging to humanities and Science groups.
4. There is no significant mean difference exists between below ten years and above ten years of teaching experience concerning the professional commitment of Teacher Educators

Methodology of the study:

Design of the study:

A descriptive research design was used for this study by the investigator.

Population of the study:

The population for this study consists of the teacher educators of the Kumaon region of Uttarakhand. The target population of this study comprised all the teacher educators of both government and private B.Ed. colleges affiliated to Kumaon University Nainital, and Soban Singh Jeena University, Almora, Uttarakhand.

Sample of the Study:

Stratified random sampling is being used over here as the researcher distributed the questionnaire to the teacher educators who is working in the B.Ed. colleges and willing to give their responses. The number of teacher educators was taken as the sample was 150.

Tools used for the Study:

The researcher used the standardized tool of the Professional Commitment Scale for Teacher Educators (PCSTE) prepared by Dr Vishal Sood. The tool consisted of 5 dimensions to determine the professional commitment level of a teacher educator. These were (i) Commitment to the learner, (ii) Commitment to the society, (iii) Commitment to the profession, (iv) Commitment to achieve excellence for professional excellence, and (v) Commitment to basic values.

Techniques of data analysis:

In the present study, the required data was collected from the teacher educators of B.Ed. colleges with the help of standardized tools developed by Dr Vishal Sood. Data had been analysed quantitatively by using descriptive and inferential statistical techniques.

Analysis and Interpretations

Table-01

Gender	Sample	Mean	S.D.	t-value	critical t-value	p-value	Significance Level	Interpretation
Male	70	279.45	39.00	0.26	1.98	0.79	0.05	Not significant $t=0.26 < 1.98$, $p=0.79 > 0.05$
Female	80	277.63	40.16					

Table 01 shows the gender scores with the professional commitment of teacher educators. The critical t-value was 1.98 (df=148) which is higher than the calculated t-value of 0.26 at a 5% level of significance. Also, the calculated $p=0.79$ which was much higher than the acceptable level of significance $p=0.05$. Hence it is interpreted that gender had no significant impact on the professional commitment level of teacher educators.

Table-02

Type of Institutions	Sample	Mean	S.D.	t-value	critical t-value	p-value	Significance Level	Interpretation
Government	60	289.33	34.78	3.54	1.98	0.0005	0.05	significant= $3.54 > 1.98$, $p=0.0005 < 0.05$
Private	90	265.94	40.24					

Table 02 shows the type of institutions scores with the professional commitment of teacher educators. The critical t-value was 1.98 (df=148) which is lower than the calculated t-value of 3.54 at a 5% level of significance. Also, the calculated $p=0.0005$ which was much lower than the acceptable level of significance $p=0.05$. Hence it is interpreted that type of Institution had significant impact on the professional commitment level of teacher educators. Teacher educators who affiliated to the government institution, more committed because the mean value of the score was greater than teacher educators of private institutions.

Table-03

Stream	Sample	Mean	S.D.	t-value	critical t-value	p-value	Significance Level	Interpretation
Humanities	90	277.92	40.46	0.05	1.98	0.94	0.05	Not significant $t=0.056 < 1.98$, $p=0.94 > 0.05$
Science	60	277.52	37.20					

Table 03 shows the humanities and science group scores with the professional commitment of teacher educators. The critical t-value was 1.98 (df=148) which is higher than the calculated t-value of 0.05 at a 5% level of significance. Also, the calculated $p=0.94$ which was much higher than the acceptable level of significance $p=0.05$. Hence it is interpreted that humanities and science group had no significant impact on the professional commitment level of teacher educators. Teacher educators who belong the science group and humanities group had equal professional commitment level.

Table-04

Teaching Experience	Sample	Mean	S.D.	t-value	critical t-value	p-value	Significance Level	Interpretation
Below 10 years	80	267.33	40.03	3.46	1.98	0.0007	0.05	Significant $t=3.46 > 1.98$, $p=0.0007 < 0.05$
Above 10 years	70	290.15	34.38					

Table 04 shows the teaching experience scores with the professional commitment of teacher educators. The critical t-value was 1.98 (df=148) which is lower than the calculated t-value of 3.46 at a 5% level of significance. Also, the calculated $p=0.0007$ which was much lower than the acceptable level of significance $p=0.05$. Hence it is interpreted that teaching experience had significant impact on the professional commitment level of teacher educators. Teacher educators who had above 10 years' experience were more committed than the teacher educators who had below 10 years of experience.

Conclusion

Professional commitment refers to teacher educator's dedication, responsibility and pledge to behave and act to certain established rules and norms, with student-teachers, society, their profession, to achieve excellence and basic human values. Professional commitment involves a strong sense of obligation, loyalty, and engagement, driving teacher educators to strive for excellence, continuous improvement and contribution to prepare good teacher to serve the nation.

In our study, we found that the professional commitment level had a significant impact on teaching experience level of teacher educators and the type of the institutions to which they belong. The teacher educators who had greater teaching experience were more professionally committed than the teacher educators with less teaching experience. Also, it was found that the teacher educators of government colleges were more professionally committed than the teacher educators of private colleges. In contrast to the above results, gender and the teaching stream had no significant impact on the professional commitment level of teacher educators. The teacher educators whether male or female were equally professionally committed to their work and also, the teacher educators belonging to humanities or science stream showed same professional commitment level.

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