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## **A Study on Professional Commitment of Teacher Educators in Relation to Institutional Climate**

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### ***Abstract:***

*This paper attempts to find out the commitment level of teacher educators of teachers' training colleges under Kamrup (undivided) District. Result indicates that the commitment level of teacher educators as well as the institutional climate of B.Ed. colleges are different and significant. Finding also shows that there is no relation between commitment level of teacher educators and institutional climate of B. Ed colleges.*

***Keywords:*** Professional commitment, teacher educator, B.Ed. Colleges, institutional climate.

### **1. Introduction**

Teachers have a greater role and responsibilities in the process of education. Teachers' love and dedication towards their profession bring high commitment to their work place. Commitment of the teachers which is popularly known as 'dedication' can do anything for the up- growing school students. The positive attitude of the teachers towards the teaching helps the learners to achieve their objectives and goals. Devotion and commitment of the teachers to their profession help the nation to build their future citizens. From the lower to higher level of teaching, the teachers are alert, competent and engaged themselves to the delivery of quality of education. They enrich the society, inculcates the skills and attitudes of the students through their commitment, C.V. Good (1973) writes, 'All formal and informal activities and experience that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibilities most effectively.'

Teacher educators prepare the student trainees to be more professionals through their commitment and competency in the teaching learning process. The involvement, dedication of teacher educators bring commitment to their work of teaching which is very essential to achieve the goals or to fulfils the objectives of teaching. It is impossible to rebuild the teaching profession among the future teachers without commitment. Commitment brings love to the profession, dedication to the profession enjoyment to the profession and aspiration to the profession. It is seen that the commitment in teaching brings all these qualities simultaneously to the teacher. Different aspects of commitment like commitment to the learner, commitment to the society, commitment to the profession, commitment to the professional activity, commitment to the basic values are utilized by the teacher towards teaching profession. Of course, their commitment in all dimensions are not equal but they have interlinked each other. It is also important to know the institutional climate of B. Ed colleges in which teacher educators' commitment are interlinked. Though the focus on commitment of teachers is based on teachers' involvement inside or outside the classroom. But their commitment brings the success of the school. Until or unless, teacher educators' commitment of B.Ed. colleges helps the student trainees to develop their commitment in all dimensions of teaching profession.

### **2. Related Literature**

Kohli (2005) studied the professional commitment of the teacher educators of Punjab state. In his study, the main aim is to study the level of professional commitment of teacher educators. He developed the instruments for the finding the scores of professional commitments. It was found that that the study of teacher educators remained an area that was neglected by the researchers and he also found that that the level of professional commitment among teacher educators was moderate.

Shalu Goyal(2012) wrote a paper on "professional commitment among B.Ed. teacher educators". He explained the level of professional commitment of teacher educators serving in B.Ed. colleges of Punjab. He has highlighted the issues related with professional commitment among teachers. The main objectives are (a)To study the level of professional commitment of teacher educators (b)To study the differences in Professional commitment of male and female teacher educators, married and unmarried teacher educators and NET qualified and non NET qualified teacher'seducators. After analysis, he found that professional commitment of B.Ed. teacher educator with regard to gender, marital status and NET qualification was high in Patialia District.

3.0 Objectives

1. To study the commitment level of teacher educators in B.Ed. colleges of Kamrup (undivided) District
2. To find out the differences in professional commitment of teacher educators in B.Ed. colleges with respect to rural and urban locality.
3. To find out the relation between professional commitment of teacher educators and institutional climate of B.Ed. colleges.

#### 4. Hypotheses

- $H_{01}$ : The commitment level of teacher educators in B.Ed. colleges under Kamrup District is not significantly different.
- $H_{02}$ : There exists no significant difference in the professional commitment of teacher educators in rural and urban areas.
- $H_{03}$ : There exists no significant relation between professional commitment of teacher educators and institutional climate of B.Ed. colleges.

#### 5. Methodology

The study was conducted under the Descriptive survey method to know the existing status of the population.

##### 5.1. Population

The population of the study comprises of all the teacher educators working in B.Ed. colleges in Kamrup(divided) District of Assam. As per the study, it was found that there are 90 teacher educators working in B.Ed. colleges. There are altogether 12 B.Ed. colleges in Kamrup District. Hence, 12 B.Ed. colleges and 90 teacher educators are considered as population of the study. 47 urban and 43 rural teacher educators are working professionally in that colleges. As the population in the study is considerably low, therefore the investigators have decided to select the whole population as saturated sample.

##### 5.2. Tools

For the present study, the data have been collected through the following tools.

A) A standardized scale named as "Professional Commitment scale" prepared by Dr. Vishal Sood is used. The split half reliability coefficient is found to be 0.79.

B) A self-prepared scale as "Institutional Climate Scale" is administered to study the attitude of the teacher educators towards their respective institutions. The split- half reliability of the scale is found as 0.81

##### 5.3. Statistical Techniques

For testing the hypotheses, the researcher uses the statistical techniques like Tabulation of Data, Mean score of calculation, Chi-square, correlation

#### 6. Findings & Discussions

- Objective No.1: To study the commitment level of teacher educators in B.Ed. colleges of Kamrup (undivided) District  
→  $H_{01}$ : The commitment level of teacher educators in B.Ed. colleges under Kamrup District is not significantly different.

To study the objective, professional commitment level under the various dimensions like learner, society, profession, professional activity and values, all are combined together. In the present study, the obtained raw score being converted to z scores in order to determine the commitment level of the teacher educators. For a total of 90 no. teacher educators, the z score ranges from 1.26 to -1.26. In order to ascertain the level of commitment following divisions are considered such as high commitment, above average commitment, moderate commitment, below average commitment and low commitment, and it follows that the level of professional commitment which can be numerically denoted as shown in the Table 1 to know the range of teachers' commitment level.

Level of commitment	Z score	No. of teachers	Percent (%)
High commitment	1.26 and above	5	5.55
Above average commitment	.51 to 1.25	26	28.89
Moderate commitment	-0.50 to 0.50	38	42.22
Below average commitment	-0.51 to -1.25	15	16.67
Low commitment	-1.26 and below	6	6.67

Table 1: Professional Commitment Level of Teacher educators

From the above table, it is found that 38 (42.22%) no. teacher educators have shown their moderate commitment to their profession whereas only 6 no. (6.67%) teacher educators are low committed to their profession.

After ascertaining the commitment level of teacher educators, equal probability chi-square test was applied to prove the null hypotheses. Detail analysis is presented in the following Table

Level of commitment	No. of teachers	Percent (%)	Chi square value	df
High commitment	5	5.55	43.67*	4
Above average commitment	26	28.89		
Moderate commitment	38	42.22		
Below average commitment	15	16.67		
Low commitment	6	6.67		
	90	100		
N.B.: - ** indicate significant at 0.01 level				

Table 2: Chi square commitment level of the teacher educators

From the table, it reveals that the computed value of chi-square (43.67) is much higher at 4 df than the table value at 0.01 level of significance which shows that there exists a significant difference in the commitment level of the teacher educators.

- Objective no.2: To find out the differences in professional commitment of teacher educators in B.Ed. colleges with respect to rural- urban locality

→ Ho<sub>2</sub>: There exists no significant difference in the professional commitment of teacher educators in rural and urban areas.

To study the professional commitment of teacher educators in relation to their locality, 't' test is used. The Table 3 shows the mean, SD according to their respective category of urban and rural teacher educators.

Locality	Mean	SD	MD	T value	Level of significance
Urban (47)	289.362	12.99	4.525	0.423	NS
Rural (43)	284.837	14.229			

Table 3: Locality-wise difference in the professional commitment of teacher educators

The table reveals that the mean of professional commitment of urban teacher educators (47) is 289.362 with a SD of 12.99 and mean of rural teacher educators (43) is 284.837 with a SD of 14.229. The calculated t-value is 0.423 which is not significant at the both level of significance. Thus, it reveals that there is no significant difference in professional commitment between urban and rural teacher educators. This result accepts the hypothesis of the study.

- Objective no.3: To find out the relation between professional commitment of teacher educators and institutional climate of B.Ed. colleges.

→ Ho<sub>3</sub>: There exists no significant relation between professional commitment of teacher educators and institutional climate of B.Ed. colleges.

To study this objective, the professional commitment which is considered as dependent variable comprises of five dimensions as learner, society, profession, professional activity, values with mean is shown in Table 4. In addition, the institutional climate which is considered as independent variable also comprises of five dimensions as physical, administrative, financial, academic, professional climate with mean is shown in the same table number no.4

Variables	Mean	SD	MD	r
Professional commitment	287.22	13.709	73.667	0.2459
Institutional climate	213.533	168.38		

Table 4: Relationship between professional commitment of teacher educators and institutional climate

As per analysis of the table, the total mean score of the five dimensions of professional commitment is found as 287.22. On the other hand, the total mean score of the five dimensions of the institutional climate is 213.533. The total mean of professional commitment when compared with that of the total mean of institutional climate reveals that the professional climate is superior to institutional climate of teacher educational institution. From the table, it is observed that the coefficient of correlation between professional commitment and institutional climate is 0.2459 which is not significant at the both level of significance. As such we accept our null hypothesis, we can conclude that there exists no significant relationship in the professional commitment of teacher educators working in B.Ed. colleges in relation to institutional climate.

1. The level of professional commitment of teacher educators is significantly different.
2. There is no significant difference in the professional commitment with respect to gender.
3. There is no significant difference in professional commitment of teacher educators in relation to their respective institutions.

## 7. Conclusion

The study reveals that all teacher educators are aware of the idea of commitment and its importance in the teaching profession. But, if we study the commitment level in gender wise then it is very clear that male and female teacher educators are equally dedicated and

they are involved in different scholastic activities. Working behaviour, attitude towards profession of teacher educators are encouraging. Hence, there is no influence of institutional climate in their commitment to their teaching profession.

#### 8. References

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