

## **PROFESSIONAL COMMITMENT AND ACCOUNTABILITY OF TEACHERS**

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### **ABSTRACT**

Professional commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. In the present study we aim at identifying the configuration of the professional commitment dynamics in the primary and pre-school teaching staff, according to the “years of teaching experience” variable and, subsequently, the “age” variable. The quality of teaching depends a great deal on the level of teachers’ involvement in relation to the profession extorted, to the organization one is part of and the professional satisfaction that one feels. On the side, the more relation teacher establishes with one’s students, the nature of the teaching activity and the work carried on in the professional community, the relations with peers. Superiors, students’ parents’ leads to professional achievement and, indirectly, it reflects into the achievements of one’s students. We may say that the teacher’s reaction during teaching activity represents a complex pattern. Including specific attitudes and behaviour. A multitude of individual characteristics may affect their work reaction: aspiration, reasons, needs, perceptions, personality, ability to learn, among all creativity, as well as organizational characteristics, including working conditions, benefits, colleagues. Leading style, company’s policy, promotion opportunities etc. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. Teacher education is not only meant for teaching the teacher,

how to teach but also to kindle his initiative to keep it alive minimise evils of the “Hit and Miss” process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. NCTE (1998) has pointed out that teacher education programmers shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers. It is of vital importance that teacher education should internalise their changing role and make themselves ready for this change. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. Since the role of teacher educators is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in-service and orientation education. Presently, India is having a large system of teacher education with more than 2,500 elementary teacher education institutions, wherein more than 30,000 teacher educators are engaged in preparation of school teachers.

#### **STATEMENT OF THE STUDY**

Effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests squarely on the teacher educators. From the available literature on professional commitment of teachers and of teacher-educators, nothing is clear-how teacher educators’ stand in terms of their commitments as teachers. No verified knowledge comes to hand on the actual nature of professional commitment of the teacher educators from the study of said kind of literature. The need for the improvement and enhancement of professional commitment of teacher educators is now universally emphasised and highlighted in educational circles and forums.

How to effect its improvement to the optimum desirable degree is the formidable problem which teachers and educationists face. Hence, the present study was undertaken to assess the level of professional commitment of teacher educators and identify the factors responsible for declined commitment and dedication among teacher educators that consequently result in undesirable role played by them in teacher training institutions.

### **OBJECTIVES**

1. To study professional commitment among B. Ed. Teacher educators.
2. To study gender-wise and experience-wise difference in professional commitment of B. Ed. Teacher educators.
3. To study difference in professional commitment of married and unmarried B. Ed. Teacher educators and NET qualified and non-NET qualified B. Ed. Teacher educators.

### **HYPOTHESES**

1. There exists no significant difference in professional commitment of male and female and married and unmarried teacher educators.
2. There exists a significant experience-wise difference in professional commitment of B.Ed. Teacher educators.
3. There exists a significant difference between NET qualified and non-NET qualified teacher educators with respect to their professional commitment.

### **METHOD**

Survey technique under Descriptive Method of Research was used to conduct the present investigation.

### **Sample**

For collecting the requisite data from B. Ed. Teacher educators, a total of 25 B. Ed. Colleges from 5 districts of Haryana were selected on the basic of convenience.

Afterwards, all the teacher educators serving in these teacher training colleges were approached for data collection. Thus, a total of 135 teacher educators (46-male, 89-Female) were selected. Out of

These, 80 teacher educators were either NET qualified or having M. Phil. /Ph. D. (Education) degree, whereas remaining 55 teacher educators were only having M. Ed. As their highest qualification.

### **Tool**

The data were collected from the teacher educators by administering, Scale for Professional Commitment of Teacher Educators developed and standardized by Kanchan Kohli. This scale is having 30 statements which are to be rated on five points Linker type scale.

### **INTERPRETATION**

The data were analysed through certain descriptive as well inferential statistics. The normality of data (professional commitment scores) was assessed by calculating the values of mean, median, S. D., skewness and kurtosis. In order to study the significant differences in professional commitment of teacher educators with regard to gender, marital status, teaching experience and educational qualification, t-test was employed. The significance of differences was checked at 0.05 level of significance. The analysis of data revealed that the mean value of professional commitment scores of B. Ed. Teacher educators was 98.88 with a standard deviation of 11.287. This indicates that professional commitment of B. Ed. Teacher educators in Haryana was of moderate level. The mean professional commitment score (100.53 with S. D. 11.43) of female teacher educators was found to be significantly high ( $t=2.10$ ,  $p<0.05$ ) in comparison to mean professional commitment score of male teacher educators (96.30 with S. D. 10.94), thereby rejecting null hypothesis ( $H_0$ ) that there exists no significant difference in professional commitment of male and female teacher educators. Hence, it was inferred that female

teacher educators tend to be more professionally committed than male teacher educators. This finding is in agreement with Srivastava (1986) who reported that female teachers are significantly more professionally honest as compared to teachers. However, there is disagreement between the present finding and results reported by Sengupta (1990) who indicated that a large proportion of male teachers had higher professional involvement in comparison to women teachers. Marital status of B. Ed. Teacher educators also seems to affect their professional commitment as unmarried teacher educators have scored significantly high on professional commitment (Mean 101.87, S. S. 11.26) as compared to their married counterparts (Mean 96.59, S. D. 11.88). The t-value testing the significance of this mean difference was arrived at 2.77 which was higher than the table value of t at 0.05 level of significance. Therefore, null hypothesis ( $H_0$ ) that there exists no significant difference in professional commitment of married and unmarried teacher educators stands rejected in favour of unmarried teacher educators. Srivastava (1986) and Hung & Liu (1999) also reported that marital status is significantly related to teacher's commitment and unmarried teachers are significantly more committed towards their profession as compared to their married counterparts. It was found that highly experienced teacher educators (Mean 100.65, S. D. 12.04) were professionally more committed in comparison to less experienced teacher educators (Mean 96.36, S. D. 9.74). The mean difference was 4.29 and the t value of this mean difference was 2.25 which is higher than the critical value ( $t = 1.98, p < 0.05$ ). Hence, the hypothesis that there exists significant experience-wise difference in professional commitment of teacher educators was retained in Favour of highly experienced teacher educators. This finding is also supported by Hung & Liu (1999) who reported that tenure of teachers is significantly and positively related to commitment level of teachers. On the other hand, the mean difference in professional commitment scores of NET/M. Phil./Ph. D. Qualified teacher educators (99.74, S. D. 10.48) and non-NET qualified teacher educators (Mean 98.54 S. D. 12.71) was not found to be significant as the computed t Value (0.44) fall short of the table value at 0.05 level of significance. Therefore, the hypothesis that there exists significant difference between NET qualified and non-NET qualified teacher educators with respect to their professional

commitment, stands rejected. It may be averred that the level of professional commitment of NET qualified and non-NET qualified teacher educators was more or less the same.

## CONCLUSION

The results discussed above indicate that the professional commitment level of B. Ed. Teacher educators in Haryana is moderate and factors like gender, marital status and teaching experience seems to have an impact on their professional commitment level. There is a need to enhance the professional commitment level of B. Ed. Teacher educators so that they can give their optimum to the teacher trainees. The teacher educators should be provided healthy academic environment in the training colleges so that they feel satisfied and comfortable. The teacher training institutions should give the teacher educators.. Opportunity to attend orientation programmes, refresher courses, workshops etc. Organized by various agencies. This will help in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment towards their profession. In this regard, it has been recommended by Maheshwari (2003) that professional development programmes like seminars and refresher courses could help teachers to become professionally more committed. Further, there is dire need that regulatory bodies in field of teacher education like NCTE and affiliating universities should strictly initiate steps to enforce rules and regulations especially which are related to welfare of teacher educators. Healthy academic environment, more salaries and other facilities might enhance commitment among teachers. This initiation will be a great boon and boost for enhancing the professional commitment among teacher educators.

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