

PROFESSIONAL COMMITMENT AMONG B.Ed. TEACHER EDUCATORS OF MALDA DISTRICT IN WEST BENGAL

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Introduction

The Progress of a country depends upon the quality of its teacher and for this reason, teaching the noblest among all profession and the teachers are called the nation builders. But, a teacher cannot perform his or her various other professions, teacher education has assumed special significance. Teacher education is not only meant for teaching the teacher, how to teach but to kindle his initiative to keep it alive to minimize evils of the “Hit and Miss” process and 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 no 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 the 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 behavioral challenges in pupils under their charge. A sound programmed for professional education of teacher is essential for the qualitative important of education. To improve the quality of teacher education, we should not only see that what type of student are selected but it is of vital importance that competent and committed teacher educators should internalize their changing role and make themselves ready for this change. It is the role of teacher to prepare future teacher to be life long learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if their own education is better and is imparted in a proper manner. 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 and teacher educators are engaged in the preparation of school teachers. The NCERT organizes various professional development programmed for teacher educators in areas like student teaching, microteaching, research and evaluation activities, up gradation of teacher education curricula and so on. The UGC also implements various teacher education programmed and

offers financial support for conducting seminars, workshops and research projects for teacher educators. Despite all these efforts, there has not been any substantial improvement in this field. While there is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part, surprisingly, in the total enterprise of teachers, the most neglected group is the teacher educators themselves. In fact, there is little information about who these people are, what are their motivations to enter the field, their perceptions of the area of their work, their social origins and their world view. In this regard, Kohli (2005b) rightly remarked that the study of teacher educators remained an area that was neglected by researchers. Further, Raina (1998) strongly advocated that the research on teaching teachers stands in sharp contrast to research on teaching youngsters.

Very few research studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here. Goyal (1980) indicated that a large majority of teacher educators were favorably inclined towards their profession, satisfied in their job but not well adjusted as well as had low professional interest. Baugh & Roberts (1994) studied professional organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment. Boglar & Somech (2004) examined the distinctive relationship of teachers' professional and organizational commitment with participation in decision making and with organizational citizenship behavior. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers' professional commitment. Choudhury (2007) indicated that no significant exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational high qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimension negative relation was observed. Sylvester (2010) held that factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as of job satisfaction. From the aforesaid discussion, it is clear that there is acute shortage of studies related to professional commitment of teacher educators while studies on attitude towards teaching, job satisfaction level and other socio-psychological characteristics are abundant in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. None of this studies have been carried out on professional commitment of 'teachers of teachers'. Hence, the present study was undertaken to find out different factors that influence professional

commitment of teacher educators. Commitment was presumed to be a natural ingredient of teaching from its very beginning. NCTE (1998) emphasized the need for quality teacher education in terms of competency based and commitment oriented teacher education. It is presumed that if teacher acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teacher educators essentially consists not only in doing their best for introducing teacher- trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of this of the teaching profession. A normative view of commitment puts commitment as value-based and normative evaluation of organization related behaviors. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, the student characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure and communication, the learning aspects such as involvement and success and the class room phenomena such as environment/climate and organization/management.

Evidently from records (Obot,survey, 2012) there is a consistent decrease in social studies education students enrolment between 2007-2008, 2009-2010 and 2011/2012 academic sessions. This in many opinions is as a result of many factors including teacher's professional commitment as it influences the students interest in social studies education. According to attribution theory, learners will like to repeat behavior that will continue to bring the achievement of their own goals. They will also like the behavior of others that will bring about achievement of goals set. If the students perceive that their needs will be satisfied through the characteristics of their teachers, they are most likely to develop interest to continue in the study.

The significance of professional commitment is an attitude reflecting the strength of the bond between an employee and organization. For a person who is professionally committed, work is the vital part of life. This means that both the work itself and the coworkers are very meaningful to the employee, in addition to the importance she attaches to the organization as a whole. Active participation in decision making increases involvement and professional commitment. It tunes the higher level of acceptance and satisfaction. A professional committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. A committed teacher acts as an active school-classroom manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. 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, punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, and honesty etc, which can be viewed as the examples of commitment to basic human values. By keeping the above said facts; the professional commitment over a period of time. Some of the well known factors are a) organizational commitment b) professional and organization conflicts c) organization at the entry or socialization stage and d) monetary benefits and employee services in the government and private organization (Smith & Hall, 2008)

The investigator try to expose the professional commitment among B.Ed. teachers educators of Malda district in terms of professional accountability or responsibility of teacher educators include instructional and non-instructional responsibilities.

Hence it was also focus that no single technique or method should be used for their appraisal; rather a combination of students ratings, administrator and peer ratings, systematic observation and performance tests should be employed for evaluating teacher educators functioning.

Review of the Related Literature

For any specific research to occupy the place in the development of a discipline, the researcher must thoroughly familiar with both previous theory and research. To ensure this familiarity a review of the research literature is done. Review of literature is an in-depth study of available literature on the area in which researchers are going to conduct researches. It allows the researcher to know the amount of work done in the concerned area. The clarity of the problem is possible with the thorough understanding of the knowledge generation in the area of research. The review of the related literature provides some insight regarding strong points and limitation of the previous studies. It enables them to improve their own investigation and to arrive at the proper perspective of the study.

Some previous studies related to the present study

Baugh & Roberts (1994): studied professional and organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance.

Bogler & Somech (2004): examined the distinctive relationship of teachers' professional and organizational commitment with participation in decision making and with organizational citizenship behavior. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers' professional commitment.

Choudhury (2007): indicated that no significant relationship exists between professional awareness and job satisfaction but the relation between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification teachers at higher secondary level did not seem have any bearing on relationship between professional awareness and job satisfaction.

Hung & Liu (1999): depicted that stay-back is the factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment.

Joseph (2003): studied professional commitment of primary school teachers' in relation to working conditions selected personal factors. The major findings are, A significant positive relationship was found between professional commitment and working conditions. A significant relationship was found between professional commitment and qualification.

Pandey (2007): studied whether teachers have the relationship with the awareness of and adherence to values inherent in fundamental duties. The sample comprised of 900 teachers of both sexes teaching in Govt. aided and recognized primary and secondary schools located in urban and rural areas of Varanasi and tribal areas of sonbhadra District. The major findings are, There exists a significant positive relationship between awareness of and adherence to values inherent in the fundamental duties among primary male teachers. contrary to this, to this, for environmental and law abiding values no such significant relationship was observed.

Sing and Bilingsley (1998): found that principal has a direct effect on professional commitment. They also found that principal has an indirect effect on professional commitment foster peer support. Teacher's level of commitment is heavily influenced by administrators and colleague.

Shkula (2009): demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimension, negative relation was observed.

Sood and anand (2010): studied the level of professional commitment of teacher education serving in secondary teacher training institution of Himachal Pradesh. The major findings are, result showed that the level of professional commitment of B.ed teacher educators is moderate significant differences were found in professional commitment of B.Ed. teacher educators with regard to gender, marital status and teaching experience.

Usha and Sasikumar (2007): revealed that Teacher commitment is the best of job satisfaction among school teachers. The major findings are, A high positive relation between professional commitment and job satisfaction, but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions negative relation was observed.

Rationale 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, stand in terms of their commitment as teachers. The need for the improvement and enhancement of professional commitment of teacher educators is now universally emphasized and highlighted in educational circles and forums. 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 institution. The present study is a sincere attempt by the investigator to highlight on the following research questions like:-

- What is the level of teacher educator's performance in Malda District?
- Is there any relationship between professional commitment and teacher performance in Malda District?

Operational Definitions

In order to understand the title of the study more clearly the terms used in the study have been defined and clarified in the following way:-

i) Professional Commitment- Professional commitment can be generally defined as a career focus forum of work commitment and as one of the important factors determining people's work behavior (Mowday et al., 1974). Professional commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon commitment (Elliott, R.G., 2004).

ii) Teacher Educators- A person who teaches B.Ed students with heaving master degree in education is called teacher educator.

Objectives of the Study

- i. To study professional commitment among B.Ed. teacher education in total and component wise.
- ii. To study gender- wise difference in professional commitment of B.Ed. teacher educators in total and component wise.

Hypotheses of the Study

The following null hypotheses have been set up for the study on the basis of the objectives research questions asked. All the hypotheses have been expressed in the null form:

H₀₁- The professional commitment scores among B.Ed. teacher educators are not normally distributed in total.

H₀₂- There does not exist any significant difference in professional commitment due to gender variations of teacher educators.

H_{02.1}- There does not exist any significant difference in professional commitment to their learners of gender variations of teacher educators.

H_{02.2}- There does not exist any significant difference in professional commitment to the society of gender variations of teacher educators.

H_{02.3}- There does not exist any significant difference in professional commitment to the profession of gender variations of teacher educators.

H_{02.4}- There does not exist any significant difference in professional commitment to the achieve excellence of gender variations of teacher educators.

H_{02.5}-There does not exist any significant difference in professional commitment to the basic human values of gender variation of teacher educators.

Scope and Delimitations of the Study

The scope of the study is professional commitment among B.Ed. teacher educators. The present problem is delimited in the following aspects:

- The area of study is limited to Malda city, Dist. Malda with only 10 colleges of Education. Thus generalization of the results should therefore be restricted.
- The study has been delimited following dimensions of professional commitment of B.Ed. teacher educators scale: (a) Learner (b) Society (c) Profession (d) Achieve Excellence. (e) Basic Human Values.
- The researcher delimited the study of the sample were 120 teacher educators of B.Ed. colleges, in relation to their professional commitment.
- As purposive random sampling was adopted for the selecting the respondent therefore the result could not be generalized to the entire population of Malda as circumstances in other B.Ed. colleges.

Methodology and Procedure of the Study

The first chapter contains introduction of the problem, review of related literature, rationale of the study, review of related literature, objectives, hypotheses, operational definition and delimitation of the study. The present chapter discusses the method, sample, tools, technique of data analysis, summary, references and appendices. In the present chapter the investigator formulated the design of the present study. Research design means, the process of reaching a reliable solution to a problem is called research design. It means the planned structure and strategy of investigation conceived so as to obtain answers to research and the variables undertaken in the study. In other words it can be said that research design is the “Blue Print” of the research study.

The Design of The Study

The present study is a descriptive survey type designed to obtain important and precise information concerning the professional commitment among B.Ed. teacher educators. The descriptive research method has undoubtedly been the most popular and the most widely used research method in education. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison, and interpretation. Survey studies is one type of descriptive research therefore survey studies are conducted to collect detailed description of existing phenomena with the intent of employing data to justify current conditions and practices to make more intelligent plans for improving them. This study is ex-post-facto in nature because, current status of the phenomena studied as where basis, no variables are neither manipulated are not contorted. In this present investigation gender treated as independent variables and professional commitment among B.Ed. teacher educators as dependent variable. As the present is not based on historical data and the purpose is not to tell “what was”, similarly as the present study is not based on manipulation of the independent variables to determine “what may be”, the approach of the study is neither historical nor experimental respectively.

Variables

Following are the variables included in the study:

- Independent Variables
 - Gender (Male and Female)
- Dependent Variable
 - Professional Commitment

Sample of the Study

As mention above, sample of the consisted of the B.Ed. teacher educators. Male and female teacher educators were represented in the sample to study gender differences. Ten B.Ed. colleges were selected as a sample of the study. From these selected colleges 120 teacher educators, 12 from each college, were randomly selected. Out of which 60 male and 60 female teacher educators were chosen purposively for the present study.

Table: 1

Details of the Sample

Name Of the College	Gender		Total
	Female	Male	
Chanchal Teacher's Traning College	6	6	12
Chanchal B.ed College	6	6	12
Holly Child B.ed Colege	6	6	12
Samsi Teacher's Traning College	6	6	12
Sidra B.ed College	6	6	12
Satish B.ed college	6	6	12
Uttar Banga Women's B.ed College	6	6	12
Yunush B.ed College	6	6	12
Birostoli Teacher's Traning College	6	6	12
Rohomania B.ed College	6	6	12

Tools

As instrument is very necessary for the effective measurement of any data. The instruments that are employed to gather new facts to explore new filed are called "Tools". It is importance to select suitable instrument. The selection depends upon the type of research proposal.

For the present study researcher have used the following standardized tool:

Professional Commitment Scale For Teachers (Dr. Rabinder kaur, Principal, Malwa Central College of Education for Women, Ludhiana. Dr. Sarbajit Kaur Ranu, Associate Professor, G.H.G Khasla College of Education, Gursuar Sudhar, Ludhiana. Mrs. Sarvjeet Kaur Brar Asst. Professor, G.H.G Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana, 2011)

Table: 2

Distribution of items finally draft of Professional Commitment Scale for Teachers

Area Code	Areas of Commitment	Item Number in each Area	Number Of Items
A	Commitment to Learner	1-9	9
B	Commitment to Society	10-18	9
C	Commitment to profession	19-27	9

D	Commitment to Achieve Excellence	28-36	9
E	Commitment to Basic Human Values	37-45	9
Total			45

Reliability

A test- retest reliability criterion was found to be most suitable for determining the reliability criterion was found to be most suitable for determining the reliability of this scale. For establishing the reliability of the professional Commitment Scale was administered to 120 teacher educators of 10 colleges of the study area. To the same teachers, the same scale was administered after the gap of one month for the test retest reliability. The product moment co- efficient of correlation between two sheets of score was computed. It was found to be .76(Significant at .01 level).

Validity

Since there was no other such tool available to establish concurrent validity of the development scale, the investigator made efforts to ensure and establish content and face validity of the tool in the following manner.

As regards its content validity test as shown to experts from the field of teacher education for obtaining their verdict on validity. Beside this, items of the scale were selected after carefully scrutinizing the definition of professional commitment and its dimensions; hence scale has fair degree of content validity.

For establishing face validity, scale was also shown to eminent psychologists and sociologists. Its language, format, instruction and size were found suitable for respondents. All specialists were unanimous in their opinion, hence test has a fair degree of face validity.

Scoring System

Each item in the professional commitment scale has a response portion Likert' 5 point continuum viz. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with respective weights of 5,4,3,2,1 and 1 for positive statements and 1,2,3,4 and 5 for the negative statement.

Professional commitment score of the subject is the sum total of item scores of all the sum total of item scores of all the five areas and it is the raw score for the test. The theoretical range of scores is from 45 to 225.

Table 3

Area Code	Conditions	Item Serial Number	Number of item in each dimension
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A	Positive	1,2,5	3	9	Total number of Positive Negative items and area wise serial number
	Negative	3,4,6,7,8,9	6		
B	Positive	10,11,14,15,16	5	9	
	Negative	12,13,17,18	4		
C	Positive	19,21,22	3	9	
	Negative	20,23,24,25,26	6		
D	Positive	29,30,35	3	9	
	Negative	28,31,32,33,34,36	6		
E	Positive	37,39,40,41,42,44,45	7	9	
	Negative	38,43	2		
Total				45	

Techniques use for Data Analysis

The data were scored as per manual and were subjected to following statistical analyses. For the hypothesis one the data were analyzed by applying descriptive statistics such as measures of central tendency, measures of variability, i.e. standard deviation, quartile deviation, percentile, skewness and kurtosis.

For the hypothesis two, three, four, five, six, and seven the data were analyzed by applying both descriptive statistics such as mean, standard deviation, and inferential statistics such as t-ratio calculation between contrasting groups for intra variable analysis.

Procedure of the Study

One test, described above, were administered on a sample of 120 teacher educators of B.Ed. colleges. Before administering the test, permission of college heads were taken, then rapport was established with teacher educators by explaining to them in brief the purpose and aims of the study. They were also told respond as truthfully as possible to the test items. As mentioned earlier, standardized instruction were given to the teacher educators before administering each test. It was also ensured that least intelligent fully understood how the responses are to be made. For that all question were dealt with fully before starting the test. For all those tests where the answer were to be marked in the answer sheet, teacher educators were explained how their answer were to be marked. The total administration time for the completion of the scale was 1 hours including distribution and collection of booklets.

The Result and Discussion

In the first chapter it has been attempted to delineate the introduction the of the problem, and the problem rational along with the sources of ideas through review of related literature. The second chapter contains methodology of the study. In this chapter two parts, one is descriptive analysis and second is inferential analysis of data have been use. The chapter in hand details with the result and discussion. The raw score were collected with the help of the standardized tools. The score were being distributed in tabular form in the following, descriptive analysis.

Inferential Analysis

In this second part hypotheses of the study tested and analysed through inferential statistic.

Hypotheses Testing

In this section investigator attempts to interpret the data based on the formulated hypotheses to give reasonable answer to various set objectives of the study and seek to reject or accept the hypotheses, framed by him. The sample has been split into 1 sub sample namely Gender (Male & Female)

To study the significant difference between means, between the constructing samples as mentioned above were calculated and tested for significance for verification of hypothesis.

Testing of Hypothesis H_{01}

One of the objectives of the present investigation is to found out the difference in the professional commitment scores among B.Ed. teacher educators are normally distributed in total and due to gender variation. In this regard framed following hypotheses is-

H_{01} - The professional commitment scores among B.Ed. teacher educators are not normally distributed in total.

The framed H_{01} tested in the table no 4

Table 4

Measures of variability of professional commitment scores of B.Ed. teacher educators.

Test Score	Professional Commitment in Total
N	120
Mean	146.16
Median	146.25
Mode	146.41
S.D	14.21
Q ₁	136.669
Q ₃	158.071
Q	10.70
P ₁₀	128.07
P ₉₀	165.5
Skewness	0.535
Kurtosis	0.588

Interpretation

The distribution could not be confirmed normal. Study of normality as suggested by Garret (2011) yielded a Skewness value of (0.535) and Kurtosis (0.585) (Normal values being zero and 0.267 respectively). This points out this distribution is slightly positively skewed and platykurtic, which may due to the non-normal distribution

of sample chosen by the investigator. As a result, null hypotheses which was formulated by stating that “The professional commitment scores among B.Ed. teacher educators are not normally distributed in total” is accepted.

It means that the professional commitment scores among B.Ed. teacher educators are not normally distributed in total and due to gender variations.

Testing of Hypothesis H_{02}

One of the objectives of the present investigation is to found out the difference in the professional commitment due to gender variations of teacher educators. In this regard framed following hypotheses is-

H_{02} - There does not exist any significant difference in professional commitment due to gender variations of teacher educators.

The framed H_{02} tested in the table no 4.2

Table 5

Group	N	Mean	S.D	$M_1 \sim M_2$	σ_D	t-ratio	Df	Significant Level
Female	60	153.83	12.828	7	2.236	3.13	117	Significant at 0.01 level
Male	60	146.83	11.643					

Interpretation

On the perusal of above table the mean value of female teacher educators is 12.83 and of male teacher educators 146.83. The obtain t-ratio (3.13) is more than the table value at 0.01 level of significance at degree of freedom 117. Hence, calculated t- ratio is significant at 0.01 level of significance. As a result null hypothesis was formulated by stating that “There does not exist any significant difference in professional commitment due to gender variations of teacher educators” is rejected.

It means that there is significant difference in professional commitment due to gender variations of teacher educators.

Testing of Hypothesis $H_{02.1}$

One of the objectives of the present investigation is to found out the difference in professional commitment to their learners of gender variations of teacher educators. In this regard framed following hypotheses is-

$H_{02.1}$ - There does not exist any significant difference in professional commitment to their learners of gender variations of teacher educators.

The framed $H_{02.1}$ tested in the table no 4.3

Table 6

Group	N	Mean	S.D	$M_1 \sim M_2$	σ_D	t-ratio	Df	Significant Level
Female	60	29.26	3.03	0.764	0.592	1.290	117	Not significant at 0.05 level
Male	60	30.03	3.45					

Interpretation

On the perusal of above table the mean value of female teacher educators is 29.26 and of male teacher educators 30.03. The obtain t-ratio (1.290) is less than the table value at 0.05 level of significance at degree of freedom 117. Hence, calculated t- ratio is not significant at both the level of significance. As a result null hypothesis was formulated by stating that “ There does not exist any significant difference in professional commitment to their learners of gender variations of teacher educators” is accepted.

It means that there is no significant difference in professional commitment to their learners of gender variations of teacher educators.

Testing of Hypothesis $H_{02.2}$

One of the objectives of the present investigation is to found out the difference in the professional commitment to the society of gender variations of teacher educators. In this regard framed following hypotheses is-

$H_{02.2}$ - There does not exist any significant difference in professional commitment to the society of gender variations of teacher educators.

The framed $H_{02.2}$ tested in the table no 4.4

Table 7

Group	N	Mean	S.D	$M_1 \sim M_2$	σ_D	t-ratio	Df	Significant Level
Female	60	29.43	3.36	0.764	0.59	0.062	117	Not significant at 0.05 level
Male	60	29.46	3.12					

Interpretation

On the perusal of above table the mean value of female teacher educators is 29.43 and of male teacher educators 29.46. The obtain t-ratio (0.062) is less than the table value at 0.05 level of significance at degree of freedom 117. Hence, calculated t- ratio is not significant at both the level of significance. As a result null hypothesis was formulated by stating that “there does not exist any significant difference in professional commitment to the society of gender variations of teacher educators” is accepted.

It means that there is no significant difference in professional commitment to the society of gender variations of teacher educators.

Testing of Hypothesis $H_{02.3}$

One of the objectives of the present investigation is to found out the difference in the professional commitment to the profession of gender variations of teacher educators. In this regard framed following hypotheses is-

$H_{02.3}$ - There does not exist any significant difference in professional commitment to the profession of gender variations of teacher educators.

The framed $H_{02.3}$ tested in the table no 4.5

Table 8

Group	N	Mean	S.D	$M_1 \sim M_2$	σ_D	t-ratio	Df	Significant Level
Female	60	30.26	3.21	0.34	0.6	0.56	117	Not significant at 0.05 level
Male	60	30.6	3.36					

Interpretation

On the perusal of above table the mean value of female teacher educators is 30.36 and of male teacher educators 30.6. The obtain t-ratio (0.56) is less than the table value at 0.05 level of significance at degree of freedom 117. Hence, calculated t- ratio is not significant at both the level of significance. As a result null hypothesis was formulated by stating that “ there does not exist any significant difference in professional commitment to the profession of gender variations of teacher educators” is accepted.

It means that there is no significant difference in professional commitment to the profession of gender variations of teacher educators.

Testing of Hypothesis $H_{02.4}$

One of the objectives of the present investigation is to found out the difference in the professional commitment to the achieve excellence of gender variations of teacher educators. In this regard framed following hypotheses is-

$H_{02.4}$ - There does not exist any significant difference in professional commitment to the achieve excellence of gender variations of teacher educators.

The framed $H_{02.4}$ tested in the table no 4.6

Table 9

Group	N	Mean	S.D	$M_1 \sim M_2$	σ_D	t-ratio	Df	Significant Level
Female	60	30.86	2.56	0.83	0.498	1.66	117	Not significant at 0.05 level
Male	60	30.03	2.90					

Interpretation

On the perusal of above table the mean value of female teacher educators is 30.86 and of male teacher educators 30.03. The obtain t-ratio (1.66) is less than the table value at 0.05 level of significance at degree of freedom 117. Hence, calculated t- ratio is not significant at both the level of significance. As a result null hypothesis was formulated by stating that “ there does not exist any significant difference in professional commitment to the achieve excellence of gender variations of teacher educators” is accepted.

It means that there is no significant difference in professional commitment to the achieve excellence of gender variations of teacher educators.

]Testing of Hypothesis $H_{0.5}$

One of the objectives of the present investigation is to found out the difference in the professional commitment to the basic human values of gender variation of teacher educators. In this regard framed following hypotheses is-

$H_{0.5}$ -There does not exist any significant difference in professional commitment to the basic human values of gender variation of teacher educators.

The framed $H_{0.5}$ tested in the table no 4.7

Table 10

Group	N	Mean	S.D	$M_1 \sim M_2$	σ_D	t-ratio	Df	Significant Level
Female	60	27.06	3.43	1.14	0.609	1.87	117	Not significant at 0.05 level
Male	60	28.2	3.24					

Interpretation

On the perusal of above table the mean value of female teacher educators is 27.06 and of male teacher educators 28.2. The obtain t-ratio (1.87) is less than the table value at 0.05 level of significance at degree of freedom 117. Hence, calculated t- ratio is not significant at both the level of significance. As a result null hypothesis was formulated by stating that “there does not exist any significant difference in professional commitment to the basic human values of gender variation of teacher educators” is accepted.

It means that there is no significant difference in professional commitment to the basic human values of gender variation of teacher educators.

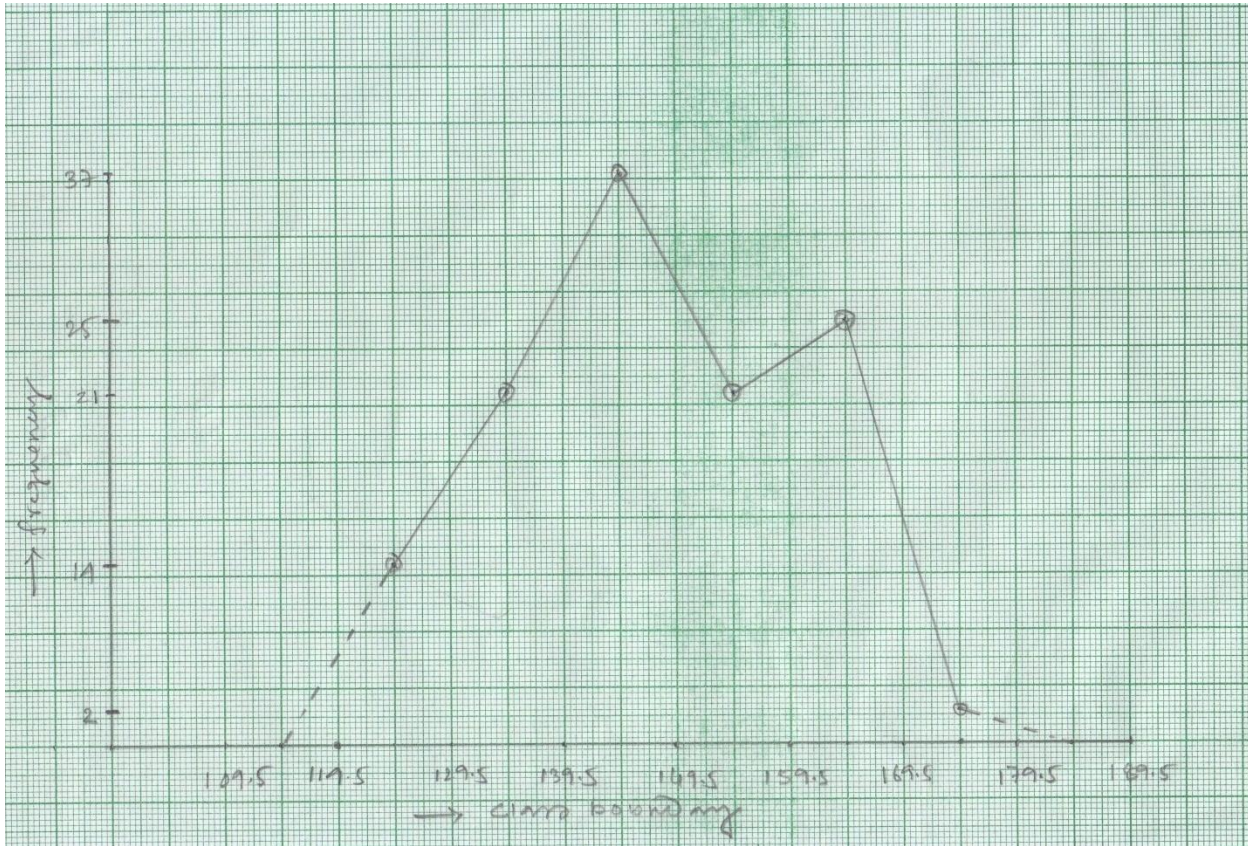


Figure 1: Frequency polygon of the distribution of the score in all components of the questionnaires obtained by the professional commitment of B.Ed. teacher educators ((Female & Male) of the total sample.

Mean= 146.16 Median= 146.25. It means that the professional commitment scores among B.Ed. teacher educators are not normally distributed in total.

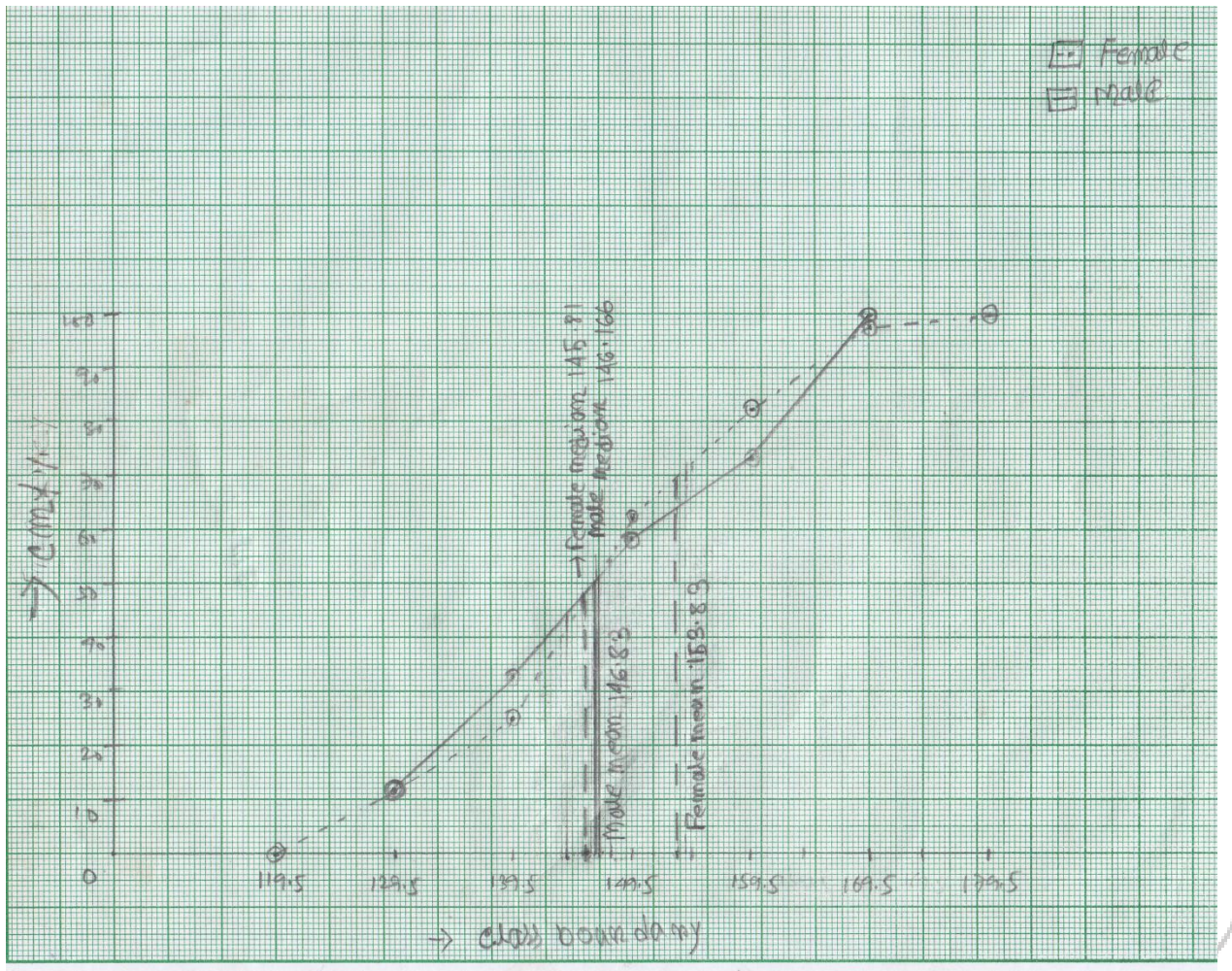


Figure 3 & 5: Ogive of the distribution of the score in all components of the questionnaires obtained by the professional commitment of B.Ed. teacher educators ((Female & Male) of the total sample.

Male (Mean= 146.83 Median= 146.16) Female (Mean= 153.83 Median= 145.81) It means that there is significant difference in professional commitment due to gender variations of teacher educators.

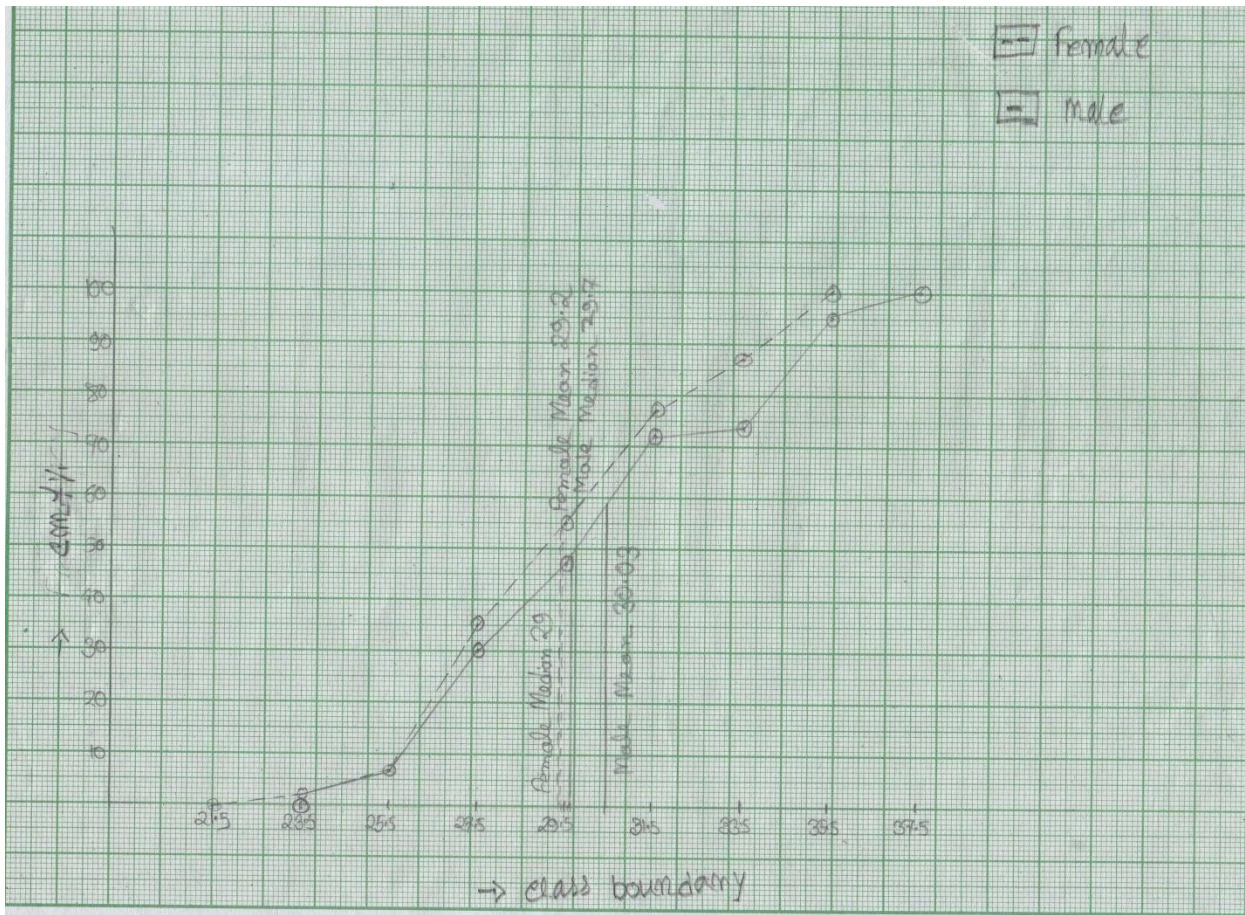


Figure 7& 9: Ogive of the distribution of the scores in component A (Learner) of the questionnaires obtained by the professional commitment of B.Ed. teacher educators ((Female & Male) of the total sample.

Male (Mean= 30.03 Median= 29.76) Female(Mean= 29.26 Median= 29) It means that there is no significant difference in professional commitment to their learners of gender variations of teacher educators.

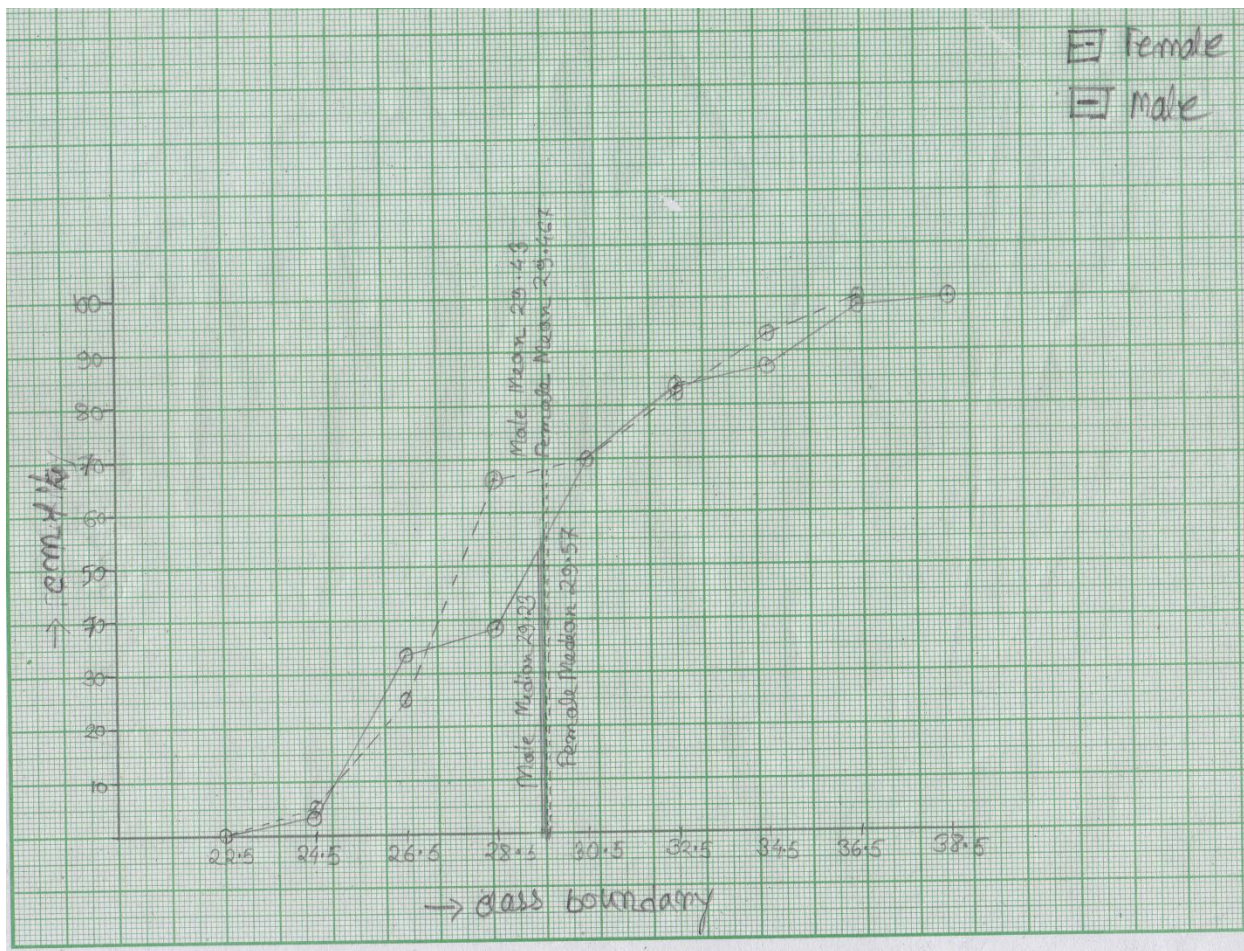


Figure 11&13: Ogive of the distribution of the scores in component B (Society) of the questionnaires obtained by the professional commitment of B.Ed. teacher educators ((Female & Male) of the total sample.

Male (Mean= 29.43 Median= 29.23) Female (Mean= 29.46 Median= 29.57) It means that there is no significant difference in professional commitment to the society of gender variations of teacher educators.

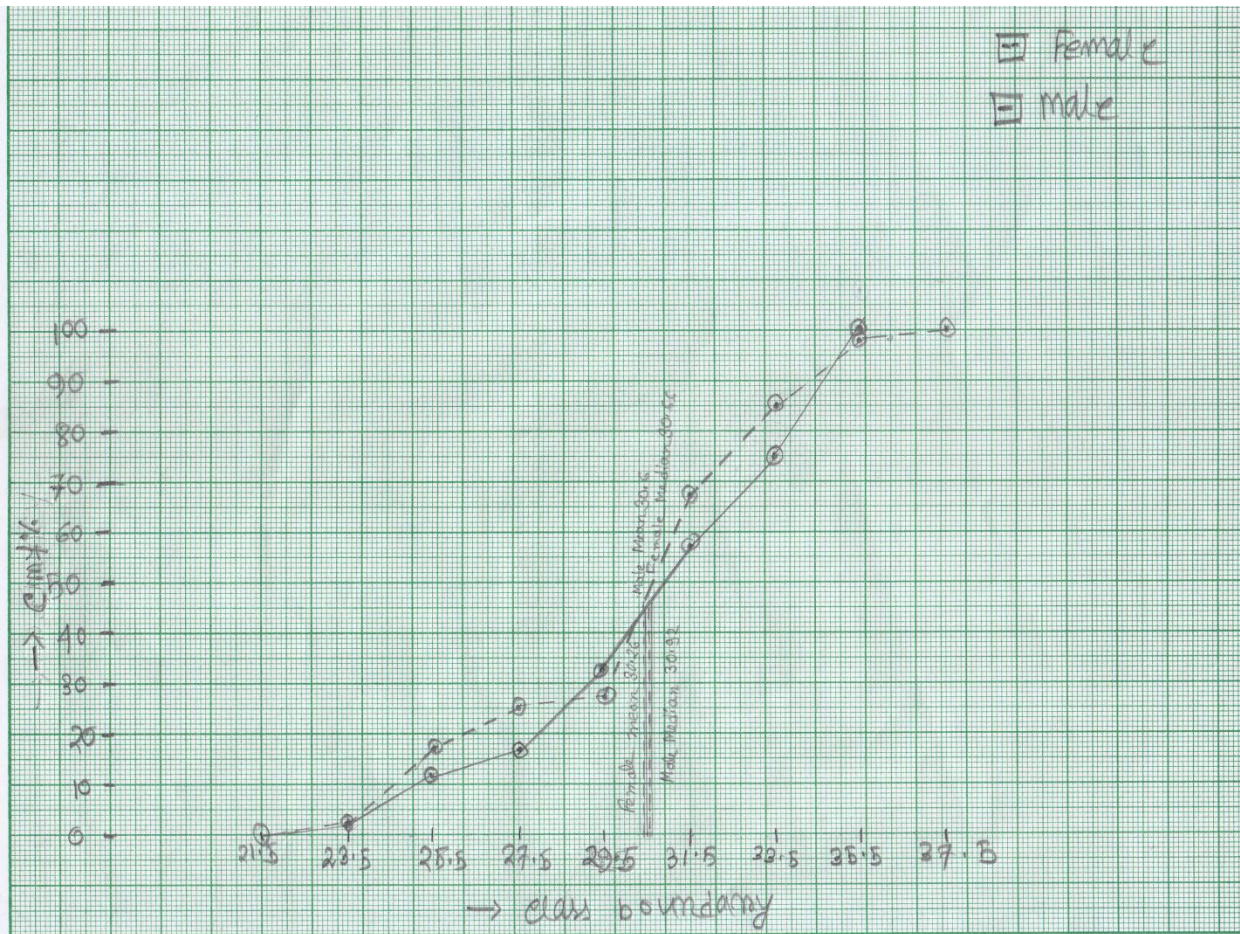


Figure 15&17: Ogive of the distribution of the scores in component C (Profession) of the questionnaires obtained by the professional commitment of B.Ed. teacher educators (Female & Male) of the total sample.

Male (Mean= 30.6 Median= 30.92) Female (Mean= 30.26 Median= 30.66) It means that there is no significant difference in professional commitment to the profession of gender variations of teacher educators.

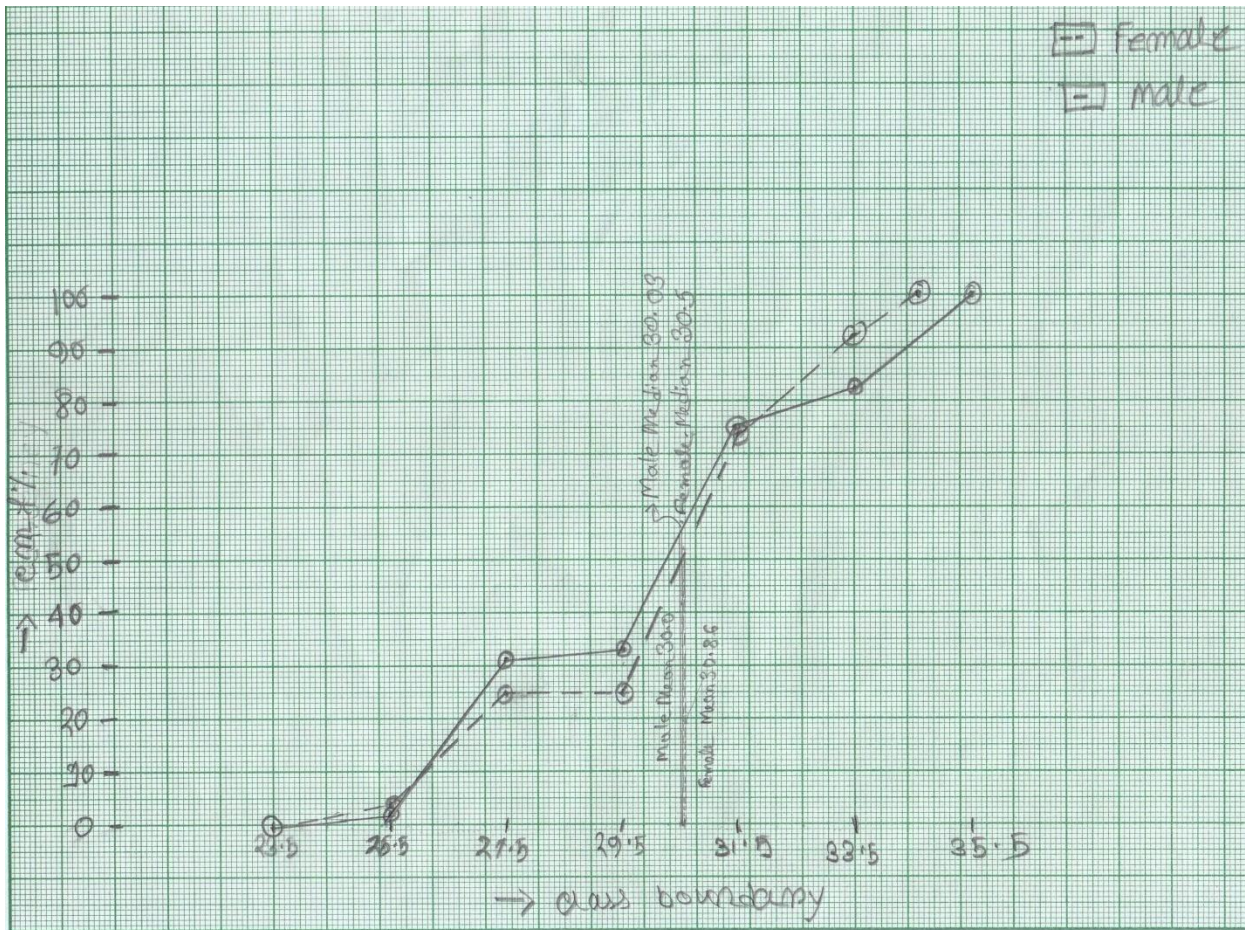


Figure 19& 21: Ogive of the distribution of the scores in component D (Achieve Excellence) of the questionnaires obtained by the professional commitment of B.Ed. teacher educators (Female & Male) of the total sample.

Female (Mean= 30.86 Median= 30.53) Male (Mean= 30.03 Median= 30.3) It means that there is no significant difference in professional commitment to the achieve excellence of gender variations of teacher educators.

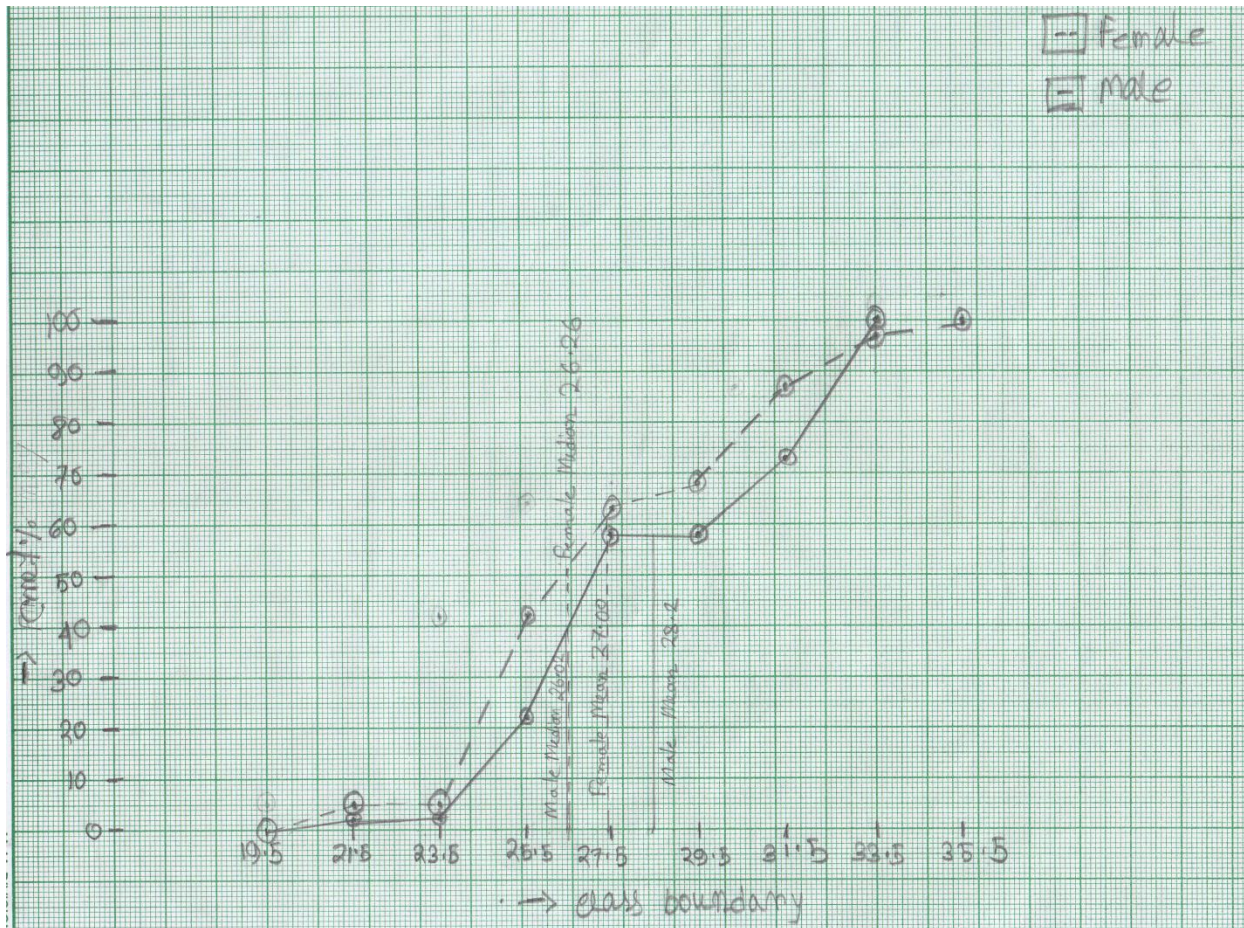


Figure 23 & 25: Ogive of the distribution of the scores in component E (Human Values) of the questionnaires obtained by the professional commitment of B.Ed. teacher educators (Female & Male) of the total sample.

Female (Mean= 27.06 Median= 26.26) Male (Mean= 28.2 Median= 26.04) It means that there is no significant difference in professional commitment to the basic human values of gender variation of teacher educators.

Conclusion

In this chapter, investigator has done descriptive as well as inferential analysis of data. She found that the professional commitment scores among B.Ed. teacher educators are not normally distributed in total but they

same to be approaching near the normal form. From this study, she also concluded that there is significant difference in professional commitment due to gender variation of teacher educators but there is no significant difference in professional commitment to their learners of gender variations of teacher educators. The present study has been found that there no significant difference between female and male teacher educators in professional commitment to their profession, society, achieve excellence and basic human values.

Summary and Conclusion

Teacher education is not only meant for teaching the teacher, how to teach but to kindle his initiative to keep it alive to minimize evils of the “Hit and Miss” process and 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 no 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 the 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 behavioral challenges in pupils under their charge. A sound programmed for professional education of teacher is essential for the qualitative important of education. To improve the quality of teacher education, we should not only see that what type of student are selected but it is of vital importance that competent and committed teacher educators should internalize their changing role and make themselves ready for this change. It is the role of teacher to prepare future teacher to be life long learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if their own education is better and is imparted in a proper manner. 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 and teacher educators are engaged in the preparation of school teachers. The NCERT organizes various professional development programmed for teacher educators in areas like student teaching, microteaching, research and evaluation activities, up gradation of teacher education curricula and so on. The UGC also implements various teacher education programmed and offers financial support for conducting seminars, workshops and research projects for teacher educators. Despite all these efforts, there has not been any substantial improvement in this field. While there is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part, surprisingly, in the total enterprise of teachers, the most neglected group is the teacher educators themselves. In fact, there is little information about who these people are, what are their motivations to enter the field, their perceptions of the area of their work, their social origins and their world view. In this regard, Kohli (2005b) rightly remarked that the study of teacher educators remained an area that was neglected by researchers. Further, Raina (1998) strongly advocated that the research on teaching teachers stands in sharp contrast to research on teaching teachers stands in sharp contrast to

research on teaching youngsters. Very few research studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here. Baugh & Roberts (1994) studied professional organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment. Choudhury (2007) indicated that no significant exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational high qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimension negative relation was observed. Sylvester (2010) held that factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as of job satisfaction. From the aforesaid discussion, it is clear that there is acute shortage of studies related to professional commitment of teacher educators while studies on attitude towards teaching, job satisfaction level and other socio-psychological characteristics are abundant in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. None of this studies have been carried out on professional commitment of 'teachers of teachers'. Hence, the present study was undertaken to find out different factors that influence professional commitment of teacher educators. Commitment was presumed to be a natural ingredient of teaching from its very beginning. NCTE (1998) emphasized the need for quality teacher education in in terms of competency based and commitment oriented teacher education. It is presumed that if teacher acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teacher educators essentially consists not only in doing their best for introducing teacher- trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of this of the teaching profession. A normative view of commitment puts commitment as value-based and normative evaluation of organization related behaviors. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, the student characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure and communication, the learning aspects such as involvement and success and the class room phenomena such as environment/climate and organization/management. Evidently from records (Obot,survey, 2012) there is a consistent decrease in social studies education students enrolment between 2007-2008, 2009-2010 and 2011/2012 academic sessions. This in many opinions is as a result of many factors including teacher's professional commitment as it influences the students interest in social studies education. According to attribution theory, learners will like to repeat behavior that will continue to bring the achievement of their own goals. They will also like the behavior of others that

will bring about achievement of goals set. If the students perceive that their needs will be satisfied through the characteristics of their teachers, they are most likely to develop interest to continue in the study. The significance of professional commitment is an attitude reflecting the strength of the bond between an employee and organization. For a person who is professionally committed, work is the vital part of life. This means that both the work itself and the coworkers are very meaningful to the employee, in addition to the importance s/he attaches to the organization as a whole. Active participation in decision making increases involvement and professional commitment. It tunes the higher level of acceptance and satisfaction. A professional committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. A committed teacher acts as an active school-classroom manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. 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, punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, and honesty etc, which can be viewed as the examples of commitment to basic human values. By keeping the above said facts; the professional commitment over a period of time. Some of the well known factors are a) organizational commitment b) professional and organization conflicts c) organization at the entry or socialization stage and d) monetary benefits and employee services in the government and private organization (Smith & Hall, 2008) The investigator try to expose the professional commitment among B.Ed. teachers educators of Malda district in terms of professional accountability or responsibility of teacher educators include instructional and non-instructional responsibilities.

Scope and Delimitations of the Study

The scope of the study is professional commitment among B.Ed teacher educators. The present problem is delimited in the following aspects:

- The area of study is limited to Malda city, Dist. Malda with only 10 colleges of Education. Thus generalization of the results should therefore be restricted.
- The study has been delimited following dimensions of professional commitment of B.Ed. teacher educators scale: (a) Learner (b) Society (c) Profession (d) Achieve Excellence. (e) Basic Human Values.
- The researcher delimited the study of the sample were 120 teacher educators of B.Ed. colleges, in relation tom their professional commitment.
- As purposive random sampling was adopted for the selecting the respondent therefore the result could not be generalized to the entire population of Malda as circumstances in other B.Ed. colleges.

Findings of The Study:-

- The score distribution of B.Ed. teacher educators on professional commitment is slightly Positively skewed and platykurtic, which my due to not-normally distribution of sample chosen by the investigator. Therefore, null hypothesis was accepted.
- It was found that there is significant difference in professional commitment due to gender variation of teacher educators. The obtained t- ratio 3.13 is more than the table 0.01 level of significance. Therefore null hypothesis was rejected.
- It was found that there is no significant difference in professional commitment to their learners of gender variations of teacher educators. The obtained t- ratio 1.29 is less than the table 0.05 level of significance. Therefore null hypothesis was accepted.
- It was found that there is no significant difference in professional commitment to the society of gender variations of teacher educators. The obtained t- ratio 0.0627 is less than the table 0.05 level of significance. Therefore null hypothesis was accepted.
- It was found that there is no significant difference in professional commitment to the profession of gender variations of teacher educators. The obtained t- ratio 0.56 is less than the table 0.05 level of significance. Therefore null hypothesis was accepted.
- It was found that there is no significant difference in professional commitment to the achieve excellence of gender variations of teacher educators. The obtained t- ratio 1.66 is less than the table 0.05 level of significance. Therefore null hypothesis was accepted.
- It was found that there is no significant difference in professional commitment to the basic human values of gender variation of teacher educators. The obtained t- ratio 1.87 is less than the table 0.05 level of significance. Therefore null hypothesis was accepted.

Recommendation of The Study

- Net qualified and experienced teacher educators must be recruited to impart teaching skills to teacher trainee.
- Private institutes must pay good salaries to the teacher educators to sustain dignity of vocation by not doing exploitation with them over loaded work load and lesser amount of salaries.
- Teacher educators must be pre-oriented in regards to the vocational ethics and occupational code of conducts regularly to make them aware and more dedicated for their profession.
- Education College have to arrange enough in-services course to improve professional commitment of teacher educators.
- Regularly research work should be done by teacher educators and their work should be recognized by the institution.

- Teacher educators must be given ample opportunities to discover their own positives and negatives initiative must be taken by educational colleges to rise above their weakness.
- Government must provide better environment of services both self-financing government aided educational college teacher educators to improve their level commitment toward profession.

Suggestions for further research

In view of the results of the present investigation and also in view of the experience that the investigator gained during this study, following specific studies are suggested for further research.

- Studies need to be conducted which will measure the impact of other psycho-social variables, not cover under the present study.
- Studies need to be conducted which will measure the impact of socio economic status, not covered under present study.
- Comparison study among the government and self financing college teacher educators can be taken up to understand their professional commitment level towards their profession.
- Studies need to be conduct which will measure relationship between work motivation and professional commitment of teacher educators, not covered under present study.
- Studies need to be conduct which will measure difference in professional commitment of married and unmarried teacher educators. So that the findings could be useful for others who are working for them.

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