



# A Study Of Professional Commitment Among Secondary Teacher Educators Working In District Institute Of Education And Training (DIET), Aizawl And District Institute Of Education And Training (DIET), Lunglei In Relation To Their Gender, Marital Status And Age

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## Abstract

The Study was conducted to find out the Professional Commitment level of secondary teacher educators working in District Institute of Education and Training (DIET), Aizawl and District Institute of Education and Training (DIET), Lunglei in relation to their gender, marital status and age. Secondary teacher educators presently working in District Institute of Education and Training (DIET), Aizawl and Lunglei was taken as population and sample of the study. Aizawl is the capital of the state of Mizoram in India and Lunglei is a town, situated in the south-central part of Mizoram state in north eastern India. Standardized Scale of Professional Commitment Scale for Teacher Educators developed by Dr. Vishal Sood. K was used to collect the data. The findings of the study reveals that there is no significant difference in the level of professional commitment between teacher educators working in District Institute of Education and Training (DIET), Aizawl and District Institute of Education and Training (DIET),Lunglei with respect to their gender, marital status and age.

**Keywords:** Professional Commitment, Secondary teacher educators, Gender, Marital status, Age

## Introduction

Teacher education is a program that focuses on developing the skills and qualifications of teachers so that teachers can meet the demands and challenges of the profession. It is known that the quality and level of student performance is mainly determined by the ability, sensitivity and motivation of the teacher.

According to *Goods Dictionary of Education*, teacher education means, “All the formal and non-formal activities and experiences that help qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.”

According to the *International Encyclopedia of Teaching and Teacher Education* (1987), teacher education can be considered in three phases: pre-service, induction, and in-service. The three phases are considered as parts of a continuous process. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other.

Professional commitment can be expressed as a belief in and awareness of the value of a chosen profession and a willingness to continue and develop that profession. It is the degree to which you feel committed to your profession, including a sense of duty and social responsibility. A commitment to education is a commitment to education as a profession.

Teacher commitment can be perceived as energy, acceptance of time, focus on the needs of weaker learners, duty of care, states of mind, values and beliefs. Trust is information and participation. with the school community. Teacher engagement is essentially about motivating teachers to teach those skills, rather than doing their best to develop the skills they need to be school educators. required capacity. value of the teaching profession.

Teacher educators' commitment can be expressed in terms of six steps and their commitments. i.e. Commitment to Learners, Commitment to Organizations, Commitment to Completion of Work, Commitment to Excellence, Commitment to Society, Commitment to Human Values. Educators are asked to hide their changing roles and prepare for these changes. Educators have a responsibility to plan future educators to become deep learners and to specialize in teaching to create a learning society.

### Rationale of the Study:

The National Council of Educational Research and Training (NCERT) provides a variety of professional development programs for teacher educators, including internships, microlessons, research and evaluation activities, and curriculum improvement in teacher education. Accordingly, UGC conducts various teacher training programs and courses, workshops and research projects for teacher educators. Despite all these efforts, not much progress has been made in this area. In particular, despite the fact that the central role of teacher educators in designing teacher professional competence and participation is clearly and unequivocally acknowledged, teachers are the most undervalued group in the entire educational enterprise. What was your motivation for the field, what have you experienced about it, where do you come from socially, what have you seen in the world?

It is clear from the discussion above that research on the professional commitment of teacher educators is severely lacking, whereas studies on attitudes toward teaching, levels of job satisfaction, and other socio-psychological traits are widely available both in India and abroad. However, the majority of these studies have either been conducted on secondary school teachers or college teachers. There have been no studies done on professional commitment of teacher's educators

From an educational viewpoint, the study makes a small contribution to bridging the gap on the miracle of teacher engagement in educational research in India. Exceptionally few consider this goal achievable, especially in higher education. In examining the relationship between professional engagement, job performance, and organizational climate, they believe that the issue of teacher job performance, perceived enthusiasm, and organizational climate is an underutilized dimension. Applying these elements and measurements is useful to improve concepts of teacher engagement and the organizational environment. So, keeping these in mind, the present study entitled 'A Study of Professional Commitment among Secondary Teacher Educators working in District Institute of Education and Training (DIET), Aizawl and District Institute of Education and Training (DIET), Lunglei in Relation to their Gender, Marital Status and Age' has been chosen.

### **Objectives of the study:**

- 1.To compare the level of professional commitment of secondary teacher educators working in DIET Aizawl and DIET Lunglei on the basis of their gender.
- 2.To compare the level of professional commitment of secondary teacher educators working in DIET Aizawl and DIET Lunglei in relation to their marital status.
- 3.To compare the level of professional commitment of secondary teacher educators working in DIET Aizawl and DIET Lunglei on the basis of their age.

### **Hypotheses of the study:**

1. There is no significant difference in the level of professional commitment among secondary teacher educators working in DIET Aizawl and DIET Lunglei on the basis of their gender.
2. There is no significant difference in the level of professional commitment among secondary teacher educators working in DIET Aizawl and DIET Lunglei with respect to their marital status.
3. There is no significant difference in the level of professional commitment among secondary teacher educators working in DIET Aizawl and DIET Lunglei in relation to their age.

### **Methodology of the Study:**

The study mainly belongs to the category of descriptive research and also involve survey method.

**Population and sample of the study:**

The population of the study included all Secondary teacher educators working in District Institute for Education and Training (DIET), Aizawl and District Institute for Education and Training (DIET), Lunglei.

**Tools Used:**

The investigator used Professional commitment scale for teacher educators which consist of 70 questions developed by Dr. Vishal Sood K which was published by National Psychological Corporation.

**Data collection and Data analysis:**

The investigator used google forms for the purpose of collecting data. For analyzing the data, mean, standard deviation, percentage and T-test was used

**Analysis and Interpretation of Data:**

*Objective No. 1: To compare the level of professional commitment of secondary teacher educators working in DIET Aizawl and DIET Lunglei on the basis of their gender.*

**Table No. 1****Significant between Male and Female Teacher Educators**

Variables	N	Mean	SD	Df	Standard error of difference	T-Value	Level of Significant
Male	7	269.85	24.57	18	10.88	0.7550	Not Significant
Female	13	278.07	22.52				

The above Table No.1 shows the comparison of Male and Female teacher educators which reveals that there is no significant difference in the level of professional commitment between teacher educators working in DIET Aizawl and DIET Lunglei with respect to their gender. Therefore, the hypothesis that states “There is no significant difference in the level of professional commitment between teacher educators working in DIET Aizawl and DIET Lunglei with respect to their gender” is accepted as there is no significant difference in the mean score of male and female.

**Objective No. 2: To compare the level of professional commitment of secondary teacher educators working in DIET Aizawl and DIET Lunglei on the basis of marital status.**

**Table No. 2**

**Significant between Married and Un-Married Teacher Educators**

Variables	N	Mean	SD	Df	Standard error of difference	T-Value	Level of Significant
Married	13	277.53	26.40	18	10.94	0.6105	Not Significant
Unmarried	7	270.84	15.51				

From the given Table No.2 it can be seen that there is no significant difference in the level of professional commitment between married and unmarried teacher educators working in DIET Aizawl and DIET Lunglei. So, the hypothesis that assumes “There is no significant difference in the level of professional commitment between teacher educators working in DIET Aizawl and DIET Lunglei with respect to their marital status” is accepted.

**Objective No. 3: To compare the level of professional commitment of secondary teacher educators working in DIET Aizawl and DIET Lunglei in respect to their age**

**Table No. 3**

**Significant between 40yrs & Below and Above 40yrs Teacher Educators**

Variables	N	Mean	SD	Df	Standard error of difference	T-Value	Level of Significant
40yrs & Below	10	277.9	20.23	18	10.47	0.5156	Not Significant
Above 40yrs	10	272.5	26.21				

The above Table No. 3 shows that there is no significance difference between the age of 40yrs and below and Above 40 yrs of teacher educators. So, the hypothesis that states, “There is no significant difference in the level of professional commitment of teacher educators working in DIET Aizawl and DIET Lunglei in relation to their age is accepted.

## Major Findings:

1. From the present study the investigator found that there is no significant difference in the level of professional commitment among teacher educators working in DIET Aizawl and DIET Lunglei with respect to their gender.
2. It was also found that there is no significant difference in the level of professional commitment among teacher educators working in DIET Aizawl and DIET Lunglei with respect to their marital status.
3. The study also found that there is no significant difference in the level of professional commitment among teacher educators working in DIET Aizawl and DIET Lunglei in relation to their age.

## Conclusions:

In general, it was found that the level of Professional Commitment among teacher educators working in DIET Aizawl and DIET Lunglei was satisfactory. It was also found that maximum teacher educators fall under Above Average level of Professional Commitment. Out of 20 teacher educators, 45 % (i.e. 9 teacher educators) falls under the Above Average Level of Professional Commitment. It has also been revealed that there is no significant difference between male and female, married and unmarried, 40yrs and below and Above 40 yrs of teacher educators in the level of Professional Commitment.

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