

PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS IN RELATION TO WORK MOTIVATION

NIMISHA BERI & ANOOP BERI

Assistant Professor, Lovely Professional University, Phagwara, Punjab, India

ABSTRACT

The present study is designed to explore the professional commitment among teachers educator's in relation to their work motivation, as it is well said that motivation is the key component for organizational commitment of the teacher's, the more motivated teacher educator's more efficient nation developer in education will be there. Teachers sometimes face levels of conservatism, which may leads to further disengagement (Huberman, 1993). This transform a warm engagement in the job, for more far and limited engagement decreases a teacher's desire to bring changes in classroom practices, involvement in complete school participation and stages of participation in co-curricular activities. After a span of time teachers become low motivated which becomes a hurdle in better teaching learning process. There were many studies conducted with work motivation on different variables but none of them investigated on the variable professional commitment of teacher educator's in relation to their work motivation. This study has dynamic importance because nation builders are built by teacher educator's directly and indirectly and the nourishment of the backbone of the nation lies in the hands of teacher educators. In the current study investigator found that there is a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation

KEYWORDS: Professional, Commitment, Work Motivation, Teacher Educators

INTRODUCTION

Human being is a social animal in which he/she has to play a vital role in different aspects of life to be living a happy life. But for existence human need to do some work and for better work they require education. Education is the need for all and skilled teacher is mainly concerned for imparting that skill's there is a need of teacher educator's. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally, do not posses good pedagogical skill's. So, like various other professions, teacher education has assumed special significance.

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 teacher education programmes 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. A teacher educator's commitment may be

reflected with reference to the following six dimensions of his role / obligation i.e. commitment to learner, commitment to the institution, commitment to the work, commitment to achieving excellence, commitment to the society and commitment to the human values.

It is of vital importance that teacher educators 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. Presently, India is having a large system of teacher education with more than 2,500 elementary teacher education institutions, colleges of teacher education and departments of education wherein more than 30,000 teacher educators are engaged in the preparation of school teachers.

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 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. 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 the studies have been carried out on professional commitment of teacher's educators.

Work motivation a very important factors for professional commitment. Now a day's professional commitment is merely become the thought just to decrease continuously & over the time of their teaching. Beginning of a carrier as a teacher, there is a starting level of dedication for teaching associated with the option of identification in carrier, followed by level of innovations and search for better challenges.

Teachers sometimes face levels of conservatism, which may leads to further disengagement (Huberman, 1993). This transform a warm engagement in the job, for more far and limited engagement decreases a teacher's desire to bring changes in classroom practices, involvement in complete school participation and stages of participation in co-curricular activities. After a span of time teachers become low motivated which becomes a hurdle in better teaching learning process. There were many studies conducted with work motivation on different variables but none of them investigated on the variable professional commitment of teacher educator's in relation to their work motivation. This study has dynamic importance because nation builders are build by teacher educator's directly and indirectly and the nourishment of the backbone of the nation lies in the hands of teacher educators.

The present study is designed to explore the professional commitment among teachers educator's in relation to their work motivation, as Tella; C.O. Ayeni & S. O. Popoola (2007) said that motivation is the key component of for organizational commitment of the teacher's, the more motivated teacher educator's more efficient nation developer in education will be there.

OBJECTIVES OF THE STUDY

The present study is designed to achieve the following objectives:

- To explore the level of professional commitment and work motivation of teacher educators with respect to gender and type of institute.

- To analyze the difference in professional commitment and work motivation of teacher educators with respect to gender and type of training institutes.
- To analyze the relationship between professional commitment and work motivation of teacher educators.

METHODOLOGY

Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, present study has employed Descriptive Survey Method. In order to get a representative sample the researcher collected the data from teacher educators of eighteen B.Ed. and M.Ed. government aided and self finance colleges of Punjab state.

Tools Used

Following tools were used by investigator for the collection of data.

- Work motivation scale by K.G Aggarwal (2006)
- Professional Commitment Scale for Teacher Educators by Dr. Vishal Sood (2011)

ANALYSIS AND INTERPRETATION

Result Pertaining to the Level of Professional Commitment and Work Motivation of Teacher Educators

Table 1: Showing Percentage of Teacher Educators Having Different Levels of Professional Commitment

S.No	Level of Professional Commitment	No. of Teacher	Percentage
1)	Extremely High Commitment	1	0.83%
2)	High Commitment	9	7.5%
3)	Above Average Commitment	20	16.66%
4)	Average/Moderate Commitment	38	31.66%
5)	Below Average Commitment	32	26.66%
6)	Low Commitment	10	8.33%
7)	Extremely Low Commitment	10	8.33%

From the table 1 it is evident that the maximum teacher educators are lying at Average/Moderate level of professional commitment. In commitment to learner dimension of professional commitment, mostly teacher educators lie below average level of commitment. In commitment to the Society dimension of professional commitment mostly teacher educators were lying at average commitment level. In Commitment to the Profession teacher educators have Moderate level of commitment. In commitment to Achieve Excellence for Professional Actions mostly teacher educators lies at below average commitment level. Teacher educators have extremely high commitment on commitment to Basic Values.

Table 2: Showing Percentage of Teacher Educators Having Different Levels of Overall Work Motivation

S.No	Level of Work Motivation	No. of Teacher	Percentage
1)	Fully Motivated	56	46.6%
2)	Work Motivation to a great extent	50	41.6%
3)	Work Motivation to some extent	14	11.6%
4)	Work Motivation to a little extent	0	0%
5)	No Work Motivation	0	0%

From the table 2 it is clear that mostly teacher educators are fully motivated or motivated to a great extent which shows that the teacher educators have high level of work motivation.

Results Pertaining to the Difference in Professional Commitment and Work Motivation of Teacher Educators with Respect to Gender and Type of Training Institutes

Table 3: Showing Mean, S.D., df and T-Value of Male and Female Teacher Educators on Professional Commitment

Variable	Group	N	Mean Score	S.D	Df	T- Value
Overall (Professional Commitment)	Male	31	257.87	18.18	118	9*
	Female	89	258.56	14		

Non- significant at 0.1 level

**Non-significant at 0.5 level

From the table 3 it is evident that the t-value of male and female teacher educator on Professional commitment is 0.19 which is non-significant at .01 and .05 level of significance. So, Male and Female teacher educator's does not differ statistically in professional commitment.

Table 4: Showing Mean, S.D, df and T-Value of Govt-Aided and Self Financing College Teacher Educators on Professional Commitment

Variable	Group	N	Mean Score	S.D	Df	T- Value
Over all commitment (Professional Commitment)	Govt- aided	60	256.91	16.60	118	0.99
	Self - finance	60	260.70	22.70		

Non- significant at 0.1 level

**Non-significant at 0.5 level

From the table 4 it is evident that the t-value of govt-aided and self finance teacher educator on Professional commitment is 0.99 which is non-significant at .01 and .05 level of professional commitment of significance. So, Govt-aided and Self-financing teacher educator's does not differ statistically in professional commitment.

Table 5: Showing Mean, S.D, df And T-Value of Male and Female Teacher Educators on Work Motivation

Variable	Group	N	Mean Score	S.D	Df	T- Value
Overall (Work Motivation)	Male	31	112.58	9.58	118	2.62*
	Female	89	117.86	9.9		

Significant at 0.5 level

From the table 5 it is evident that the t-value of male and female teacher educator on Work Motivation is 2.62 which is significant at .05 level of Work Motivation of significance. So, Male and Female teacher educators differ statistically in Work Motivation. Female teacher educators have higher work motivation as compared to male teacher educators.

Table 6: Showing Mean, S.D, df and T-Value of Govt-Aided and Self- Financing Colleges Teacher Educators on Work Motivation

Variable	Group	N	Mean Score	S.D	Df	T- Value
Over all work motivation (Work Motivation)	Govt- aided	60	113.18	10.45	118	6.68
	Self - finance	60	123.93	6.81		

*Significant at 0.5 level

From the table 6 it is evident that the t-value of govt-aided and self- finance college teacher educator is 6.68 which is significant at .05 level of significance. Teacher educators of govt-aided and self-finance institutes differ statistically in

Work Motivation. Furthermore table 3.2.4. showing that the mean score of govt-aided teacher educator is 113.18 which is lesser than Mean score of self-finance college teacher educator i.e.123.93 so it is clear from mean score that self-finance institutes teacher educators are showing more work motivation than govt-aided teacher educators.

Table 7: N, df and R-Value of Overall Professional Commitment and Work Motivation of Teacher Educators

Variable	Group	N	Df	R- Value
Overall Correlation	Professional commitment	120	118	0.045
	Work motivation	120		

From the table 7 it is evident that the r-value of overall professional commitment and work motivation of teacher educators is 0.045 which is representing negligible relationship between Professional Commitment and Work Motivation. Work motivation level has no impact on the professional commitment of the teacher educators.

CONCLUSIONS

Under given Conclusions were drawn on the basis of analysis and interpretation of the study:-

- Maximum teacher educator's are lying in average/Moderate level of Commitment towards their Profession which is justified as per NPC for distribution of the Sample in which maximum population on any construct lies at the average area and there are approximate equivalent deviations of relatively a lesser amount of percentage on the positive and negative sides. In Independent variable (Work Motivation), Most of the teacher educators lies at the level of Full Motivation and motivation to a great extent. It can be proved from the values of different dimensions of Work Motivation.
- There exists no significant difference in professional commitment of male and female teacher educators. This outcome is also supported in the study of Maheshwari (2002) in which she conducted study on professional commitment of teacher and concluded that overall professional commitment level among teacher was found moderate & professional commitment do not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment. This outcome is also supported by many other researches. Arjunan and Balamurugan (2013) studied the Professional Commitment among in-service teachers and as a result they concluded that the gender of teachers has no impact on the level of professional commitment only more experienced teacher possessed more professional commitment.
- There exists no significant difference in professional commitment of government and Self financing college teacher educators. But in means self-financing institutes teacher educators are showing more commitment in compare to govt-aided. This study supported by Dhamane (2013) conducted a study on professional commitment of govt -aided and self-finance institutes teachers. The outcome indicated that self-financing institutes' teachers are showing more commitment towards their profession in comparisons to govt-aided.
- There exists no significant difference in work motivation of male and female teacher educators. But this hypothesis on motivation of male and female teacher educator is rejected in current while it is accepted in different dimension of the study self-finance institutes are showing more work motivation in comparison to govt-aided institutes.

- There exists no significant difference in work motivation of government and self - financing college teacher educators. This hypothesis is also rejected while t' value of few dimension were accepted but in overall it was rejected.
- There exists no significant relationship between work motivation and professional commitment of teacher educators. In the current study investigator found that there is a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.

RECOMMENDATIONS

- Net qualified and experienced teacher educators must be recruited to impart teaching skills to teacher trainee. Besides in-service enrichment training programmes should be conducted frequently for teacher educators to improve their professional commitment and work motivation in discharge of their duties.
- Private institutes must pay good salaries to the teacher educators to sustain the dignity of vocation by not doing exploitation with them with over loaded work load and lesser amount of salaries.
- Government must provide better environment of services for both self-financing and government aided educational college teacher educators to improve their level commitment toward profession.
- 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.
- Educational colleges have to arrange enough in-service courses to improve professional commitment and work motivation of teacher educators.
- Regularly Research work should be done by teacher educators and their work should be recognised by the institution.
- Teacher educators must be given ample opportunities to discover their own positives and negatives and initiative must be taken by educational colleges to rise above their weaknesses.
- Teacher educators' appraisals must be there to identify the levels of their Vocational commitment and work motivation and actions should be taken instantly to enhance the same.

REFERENCES

1. Adeyinka Tella, C.O. Ayeni and S. O. Popoola (2007). "Work Motivation, Job Satisfaction, and Organisational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria", Library Philosophy and Practice.
2. Huberman, M.A. (1993) The Lives of Teachers. New York: Teachers College Press. NCTE(1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education : In-service Education (English & Hindi)

3. Shukla, S. (2009). Teaching Competency, Professional Commitment and Job Satisfaction. Retrieved from <http://www.Illusion.instablogs.com>
4. Usha, P. & Sasikumar, P. (2007): Teachers “commitment and teachers” selfconcept as predictors of job satisfaction. *Edutracks* 6, 1, 26-29.

