



A Study of Professional Work Commitment of Teacher Trainee of B.Ed. College

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Abstract:

The teachers in India constitute one of the third largest service sectors. Teacher education is no longer a training progression but an education line of attack for enabling teachers to teach and apprehension for their welfare. NCTE (1988) has pointed out that teacher education programme shall focal point on competencies and commitment in much greater importance. It calls for bringing out a revolution in teacher preparation strategies. This large work force needs to appropriate training and orientation. Presently, India is having a large number of institutions for teacher education. More than 2,500 elementary teacher education institutions, colleges of teacher education and departments of education are engaged with number of students in teacher training. According to NCERT and university course there are varieties types of learning experience give to the teacher trainee at college level in peer group by teacher educator during the teacher education preparation.

Keywords: *Commitment, Education, NCTE, Professional work, Teacher trainee*

1. Rational of the study

Teacher education programme is the most effective and verities of experiences where, teacher education provide them continuous feedback to make their professional growth as well as teacher trainees are also notes their lessons and give them necessary practical continues changes for the best kind of teacher hood. The role of the teacher trines are most crucial because at this stage they have to learn and to follows to practice of the professional matter of commitment, directly or indirectly among the teacher trainee. From the above related literature it is also noted that the teacher commitment is the best predictor of job satisfaction among school teachers and stay-back is the factor which is most highly and significantly related to commitment. In the field of the education Professional Work Commitment should be the key point, which will be useful to predict about the feature performance of the teacher trainee with reference to teacher education. Hence the present study was under taken to identify the responsible variables and factors regarding the Professional Work Commitment of teacher trainees.

2. Review of related literature

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 low professional interest. **Hung and Liu (1999)** indicated that stay-back is the factor which is most highly and significantly related to commitment, and it was also noted in the study that other factors like marital status and age found to be significantly related to commitment. **Choudhary (2007)** indicated that no significant difference exists between job satisfaction and professional awareness. High educational qualification has not found any significant difference between job satisfaction and professional awareness. **Usha and Sashikumar (2007)** indicated that teacher commitment is the best predictor of job satisfaction among school teachers. From the above research it is conclude and noted that the teacher commitment is the best predictor of job satisfaction among school teachers and stay-back is the factor which is most highly and significantly related to commitment. In the field of the education Professional Work Commitment should be the key point

3. Objectives of the study

The objectives of the present research were:

1. To study the level of Professional Work Commitment of Teacher Trainee of B.Ed. college.
2. To study the Professional Work Commitment of Teacher Trainee in relation to following background variables:
 - (i) Gender
 - (ii) Academic Qualifications
 - (iii) Habitat
 - (iv) Educational Background

4. Hypotheses of the Study

Hypotheses of the present investigation were:

- H₀₁:** There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale.
- H₀₂:** There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale.
- H₀₃:** There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale.
- H₀₄:** There will be no significant difference between mean score of Science Teacher Trainees and Non Science education Background Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale.

5. Delimitations of the Study

The study has been delimited to the Teacher Trainees of Teacher Education, Institutions of from the Hemchandracharya North Gujarat University, during the year of 2012-2013. The study has been delimited to following dimensions of Professional Work Commitment of Teacher Trainee Scale: (a) Gender (b) Academic Qualifications (c) Habitat (d) Education background.

6. Population and Sample of the Study

The population of the study was the Teacher Trainees of five colleges of Hemchandracharya North Gujarat University. The sample of 50 male teacher trainees and 50 female teacher trainee, for the study was selected by using random sampling method of 10 male and 10 female teacher trainee were selected randomly.

7. Tools of the Study

To collect the data for the present investigation the investigator had constructed named as 'Professional Work Commitment of Teacher Trainee Scale' using five point scale measurements with twenty six items related to commitment of the student towards the teaching profession. Professional Work Commitment of Teacher Trainee was circulated to the eight teacher educator for the validity of the tool. The split-half reliability calculated which was found 0.712.

8. Data Analysis

The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented as under.

8.1 Effect of Gender on Teacher Trainees' Perceptions

It is evident that the obtained t-value 1.65 had not reached the 0.01/ 0.05 level of significance. Hence, this has accepted the Ho.1, which was stated as *"There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale."*

8.2 Effect of Educational Achievement on Teacher Trainees' Perceptions

It is evident that the obtained t-value 3.78. Thus, mean score Post Graduate Teacher Trainees on Professional Work Commitment of Teacher Trainee was found to be significantly higher since the obtained t-value had reached the 0.01 level of significance. Hence, this has rejected the Ho.2, which states as *"There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale."*

8.3 Effect of Habitat of trainee on Teacher Trainees' Perceptions

It is evident that the obtained t-value 0.08 had not reached the 0.01/0.05 level of significance. Hence, this has accepted the Ho.3, which states as *"There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale."*

8.4 Effect of Educational Background on Teacher Trainees' Perceptions of Professional Work Commitment of Teacher Trainee

It is evident that the obtained t-value 1.02 had not reached the 0.01/0.05 level of significance. Hence, this has accepted the Ho.4, which states as *"There will be no significant difference between mean score of Science Teacher Trainees and Non Science education Background Teacher Trainees on the Professional Work Commitment of Teacher Trainee Scale."*

9. Findings

From the above research findings of the study are given as under.

(1) No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Professional Work Commitment of Teacher Trainee Scale. (2) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Professional Work Commitment of Teacher Trainee Scale. (3) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Professional Work Commitment of Teacher Trainee Scale. (4) No significant difference was found between the mean scores of Science Educational Background Teacher Trainees and Non Science Educational Background Teacher Trainees on Total Scores of the Professional Work Commitment of Teacher Trainee Scale.

10. Conclusion

From the above findings it can be concluded that the Post Graduate Teacher Trainees differed in their perceptions regarding Professional Work Commitment than the Graduate Teacher Trainees. They were found to have higher motivation for achievement. No significant difference was found between the male and female teacher trainees and teacher trainees of Rural Area and teacher trainees of Urban Area as well as educational background of science and non science. Hence it is necessary to provide necessary healthy academic feedback to graduate teacher trainee and reinforce and promote to them for the feature required profession needs and prepare them for the feature professional competencies.

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