

A STUDY OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS OF PUNJAB IN RELATION TO ACADEMIC QUALIFICATION AND NET ELIGIBILITY

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ABSTRACT

Education is a continuous and lifelong process through which the behavioral transformation of an individual takes place. The teachers are the key figures in an educational institution who helps the learners in transfer of required knowledge and skills to make them better citizens of a country. Effective functioning of education needs commitment and integrity on the part of teachers. The present paper aims to investigate the professional commitment of teacher educators with respect to their academic qualification and NET eligibility. In this connection, a sample consisting of 450 teacher educators were selected from teacher training education colleges of Punjab by using purposive sampling method. To measure professional commitment of teacher educators, the Professional Commitment Scale standardized by Kanchan Kohli (2005) was used. Finding of the study indicates that professional commitment of teacher educators with high academic qualification was higher than teacher educators with low academic qualification. NET qualified teacher educators were found better as compared to teacher educators without NET on their professional commitment. Interaction effect between academic qualification and NET eligibility was not found significant.

Keywords: Professional Commitment, Teacher Educators, Academic qualification, NET eligibility.

Education keeps the society aware and progressive. Educated citizens are the backbone of the nation. Naturally, a nation is said to be developed if its citizens are well educated and skilled in all spheres. But the responsibility of educating the human resource entirely rests with the qualified and competent teachers. A teacher who is committed to his/her profession has a natural passion for rendering services and doing welfare of the students and Community as well. Committed teachers can be prepared by committed teacher educators. The professionally committed teacher educators acts as a leader, facilitator, manager, guide and organizer of group activities, builds prospective teachers' personality and upholds and promotes social values. Teacher preparation goes well in teacher training institutes where teacher educators carry out the effective and functional role of teacher education programs. Teacher educators are supposed to acculturate prospective teachers. They need to serve

as role models for their students and possess the required competencies and commitments needed in the field of teaching profession. An academically qualified teacher with expertise, knowledge and skills exhibit extreme dedication, passion and commitment to his/her job and thus contributing to the quality of education. Thus, in this paper the investigator tries to investigate the professional commitment of teacher educators in the backdrop of their academic qualification and NET eligibility.

Thomas and Olugbenga (2012) attempted to examine the effect of qualification of teachers on the performance of physics students of 100 senior secondary schools in Nigeria. It was concluded that students who were taught physics by highly qualified teachers were better than those who were taught by teachers whose qualification was less. Further, it was noted that teachers who were professionally fit had better response from physics students which led to the recommendation that experienced teachers

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with professional qualifications in higher level should teach Physics at the certificate class.

Sood and Anand (2010) investigated professional commitment of teacher educators of Himachal Pradesh. Results indicate that significant differences do not exist in professional commitment of teacher educators with NET and without NET qualification. Kotreswaraswamy and Surapuramath (2012) studied professional commitment of teacher educators of Bangalore University. The findings of the study reflected that there was no significant difference regarding NET and without NET qualified teacher educators on professional commitment. Goyal (2012) investigated professional commitment among B.Ed. teachers taking the sample of 50 teacher educators of five B.Ed. colleges of Patiala district in Punjab. This study indicates that NET qualified teacher educators were professionally better than those who were not qualified. Badhwar (2014) studied professional commitment and accountability of 135 teacher educators. No significant difference was found in the commitment of teacher educators with NET/M. Phil/ Ph. D and without NET. Ali (2020) investigated professional commitment of teacher educators in colleges of education in Jammu District (J&K). The results of the study indicate that teacher educators with M.Phil, Ph.D. were better as compared to teacher educators who had only postgraduate degrees. Also, NET qualified teacher educators were better than the non-NET teacher educators.

Objectives of the Study

Following objectives were framed for the present study:

1. To study the professional commitment of teacher educators with respect to their academic qualification.
2. To study the professional commitment of teacher educators with respect to their NET eligibility.
3. To study the interaction effect between academic qualification and NET eligibility on professional commitment of teacher educators.

Hypothesis of the Study

Objective wise hypotheses were framed in following ways:

1. There exists no significant difference between teacher educators with low and high academic qualifications on their professional commitment.
2. There exists no significant difference between teacher educators with NET and without NET on their professional commitment.
3. There exists no significant interaction effect between academic qualification and NET eligibility on the professional commitment of teacher educators.

Research Method

To achieve the objectives of the present study, a descriptive survey method was used.

Sampling and Sample

For the present study, using simple random sampling techniques 450 teacher educators were selected from government, government-aided and self-financed education colleges of Punjab.

Measures

To measure professional commitment of teacher educators, professional Commitment Scale developed and standardized by Kanchan Kohli (2005) was used. Informations related to academic qualification and NET eligibility of teacher educators were collected through General Information Questionnaire.

Results and Discussions

After collecting the data, two-way analysis of variance was used to analyse the data to test hypotheses of the present study. Findings of descriptive statistics for two-way classification and analysis of variance are presented in Table-1 and Table-2 respectively.

Table-1: Results of descriptive statistics for main and interaction effect of academic qualification and NET eligibility on the professional commitment of teacher educators

		Academic Qualification	
		Low	High
NET Eligibility	No	N	113
		Mean	92.752
		S.D.	10.757
	Yes	N	162
		Mean	95.726
		S.D.	11.278
			12.382

Table-2 shows that F ratio for difference between teacher educators with low and high

academic qualification on professional commitment is 4.121 and probability of F ratio is 0.043 which is less than 0.05. This means that significant differences exist between teacher educators with low and high academic qualifications on their professional commitment. It is clear from table 1 that teacher educators with high academic qualification are higher than means of teacher educators who are academically low qualified on their professional commitment for both NET and without NET. This result indicates that professional commitment of teacher educators with high academic qualification is better than teacher educators with low academic qualification. Therefore, null hypothesis that “There exists no significant difference between teacher educators with low and high academic qualification on their professional commitment”, is rejected.

Table-2: Results of two-way analysis of variance for main and interaction effects of academic qualification and NET eligibility of teacher educators of Punjab working in teacher training colleges

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. of F
Main Effects	2026.617	2	1013.309	7.876	0.000
Academic Qualification (AQ)	530.220	1	530.220	4.121	0.043
NET Eligibility (NE)	1007.088	1	1007.088	7.828	0.005
2-Way Interactions	4.002	1	4.002	0.031	0.860
AQ X NE	4.002	1	4.002	0.031	0.860
Explained	2060.280	3	686.760	5.338	0.001
Residual	57381.800	446	128.659		
Total	59442.080	449	132.388		

Further, Table-2 reveals that F ratio for difference between teacher educators with NET and without NET of professional commitment is 7.828 and probability of this F ratio is 0.005 which is much less than 0.05. This means that significant differences exist between teacher educators with NET and without NET in their professional commitment.

Table-1 indicates that means of teacher educators with NET are higher than means of teacher educators without NET on professional commitment for both academically low and high teacher educators. Hence, the null hypothesis that “There exists no significant difference between

teacher educators with NET and without NET on their professional commitment”, is rejected.

Table-2 also shows that F ratio for interaction between academic qualification and NET eligibility on professional commitment is 0.031 and probability of this F ratio is 0.860 which is greater than 0.05. It means the interaction effect between academic qualification and NET eligibility on professional commitment is not significant. This indicates that main effects of academic qualification and NET eligibility are not affected by interaction between both variables. Thus, the null hypothesis that “There exists no significant interaction effect between academic qualification and NET eligibility on the

professional commitment of teacher educators", is accepted.

Educational implications

The present study reveals that a significant difference exists between teacher educators with low and high academic qualification on professional commitment in favour of teacher educators with high qualification. Hence, it is essential to develop professional commitment among teacher educators with low academic qualification. In this connection, motivational programs related to development of professional commitment as well as professional excellence should be organized by principals and managerial staff of teacher training institutions.

The present study also confirms that a significant difference exists between teacher educators with NET and without NET on their professional commitment in favour of teacher educators with NET qualification. In this regard, principals and managerial staff of teacher training institutions should encourage and motivate those teachers who are without NET to qualify National Eligibility Test (NET) for their future career and professional growth.

Needless to say, to develop professional commitment of teacher educators working in teacher training institutions, seminars, workshops, conferences, training avenues refresher courses should be organised by regulatory bodies like NCTE, NCERT, universities and training institutions. Healthy academic and organizational climate, financial benefits and other facilities related to their welfare should be maintained which might go a long way to enhance their commitment level. The policy makers might strengthen and upgrade the dignity of the profession by responding timely to their needs and taking proper initiatives and creative steps admissible for the welfare of the teaching community.

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