

Professional Commitment level among Teacher Educators in Lunglei District

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Abstract

The Study was conducted to find out the Professional Commitment level of teacher educators in Lunglei District, Mizoram. Lunglei district is one of the eleven districts of Mizoram state in India. As of 2011 it is the second most populous district in the state, after Aizawl. All teacher educators presently working in District Institute of Education and Training (DIET), Lunglei was taken as population and sample of the study. 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 significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their gender and there is no significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their marital status. It was also found that maximum teacher educators fall under Above Average level of Professional Commitment.

Keywords: Educators, Lunglei District

Introduction

Professional commitment can be defined as a person's belief in and acceptance of the values of the profession they have chosen, as well as their readiness to advance and develop in that profession. It measures one's level of dedication to their career while taking social responsibility and commitment to heart. It can also be characterised as a person's strong sense of affiliation with and involvement in a given profession. Teachers' commitment to their profession includes pride in the profession of teaching and a strong desire to advance professionally. Based on teacher's commitment, it is possible to categorise the teachers as being more devoted and taking their job seriously than those who tend to be claim fascinated. The dedication to teaching is the dedication to education as a calling.

Teacher education is no longer a method of preparation but rather a means of educating teachers and giving them the tools they need to do so. According to NCTE (1998), teacher education programmes should put a greater emphasis on competences and dedication to excellence. It advocates for implementing changes in teacher organisation strategies as well as in behavioural issues in the children under their supervision. We shouldn't just focus on the type of understudies selected; instead, it is critical to ensure that qualified and dedicated teacher educators are given the time and attention they deserve to carry out this important task of training future educators.

The dedication of a teacher educator can be seen in the six measurements of his dedication: dedication to the learner, dedication to the institution, dedication to the task, dedication to achieving brilliance, dedication to the society, and dedication to human values. It is crucially important for teacher educators to cover up their evolving role and get ready for these changes. It is the responsibility of teacher

educators to prepare future educators to be lifelong learners and instructional experts in order to create a society that values learning.

Rationale of the Study:

The National Council of Educational Research and Training (NCERT) requires different professional development programs for teacher educators in areas such as student instruction, microteaching, lesson investigation and evaluation exercise, teacher training pedagogical module upgrade, etc. UGC also updates various teacher training programs and provides financial support to organize courses, seminars and research projects for teacher training instructors. Despite all these efforts, there has been no significant progress in this area. While there is clear and unequivocal recognition of the imperative role that teacher educators must play in planning for teachers regarding their professional skills and commitments, it is surprising. Of course, of the entire teacher business, the group that gets rejected the most are teacher educators. In fact, there is very little data on who these individuals are, what their inspirations were in entering the field, their recognition of the field, their social backgrounds, and the world around them. their worldview. In this regard, Kohli (2005) rightly points out that the study of teacher educators is still an area that is overlooked by researchers. From the above-mentioned discussion, it is obvious that there's intense deficiency 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 thinks about 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.

From a pedagogical perspective, this study should play a modest role in bridging the existing rift in education research in India about the magic of teacher engagement. There is little reflection on this topic, especially in the field of higher education. For teachers' performance areas, the enthusiastic ideas and organizational atmosphere they consider will include an unused measure of compliance with the association between professional commitment, achievement work and organizational atmosphere. It will be helpful in refining the concepts of teacher engagement and organizational environments by operating their components and metrics.

Research will also be effective from a sociological point of view. This includes our understanding of teacher engagement and job accomplishment as well as an important social metric. He elucidated the fact that work engagement and achievement are work-related psychosocial phenomena. The work of a teacher is performed continuously in mixed situations. With these kept in view, the present study titled 'Professional Commitment Level Among Teacher Educators in Lunglei District' has been chosen.

Objectives of the study:

1. To find out the level of professional commitment of teacher educators in Lunglei District.
2. To compare the level of professional commitment of teacher educators in Lunglei District on the basis of gender.
3. To compare the level of professional commitment of teacher educators in Lunglei District in relation to their marital status.

Hypotheses of the study:

1. There is no significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their gender.

2. There is no significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their marital status.

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 teacher educators working in Lunglei District (i.e. all teacher educators working in 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 find out the level of professional commitment of teacher educators in Lunglei District

Sl.No.	Range of z- Scores	No. of Teachers	Grade	Percentage	Level of Commitment
1	+2.01 and above	0	A	0	Extremely High Commitment
2	+1.26 to +2.00	2	B	12.5%	High Commitment
3	+0.51 to +1.25	6	C	37.5%	Above Average Commitment
4	-0.50 to 0.50	3	D	18.75%	Average/Moderate Commitment
5	-0.1 to -1.25	4	E	25%	Below Average Commitment
6	-1.26 to -2.00	1	F	6.25%	Low Commitment
7	-2.01 and above	0	G	0	Extremely Low Commitment

Table No. 1

Overall Level of Professional Commitment

The above Table No. 1 reveals that out of 16 teacher educators, 6 teacher educators i.e. 37.5 % are at the Above Average Level of Professional Commitment. It has also been found 2 teacher educators (12.5%) had High Level of Professional Commitment and 3 teacher educators (18.75%) had Average/Moderate Level of Professional Commitment, another 4 teacher educators (25%) also fall under Below Average Level of Professional Commitment. Only 1 teacher educator (6.25%) falls under Low Level of Professional Commitment.

Objective No. 2: To compare the level of professional commitment of teacher educators in Lunglei District on the basis of gender.

Table No. 2

Significant between Male and Female Teacher Educators

Variables	N	Mean	SD	Df	Standard error of difference	T-Value
Male	7	260.57	8.103	14	3.295	6.0635
Female	9	280.55	5.057			

The above Table No.2 shows the comparison of Male and Female teacher educators which reveals that there is significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their gender. Therefore, the hypothesis that states “There is no significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their gender” is rejected as significant difference in the mean score of male and female was found.

Objective No. 3: To compare the level of professional commitment of teacher educators in Lunglei District on the basis of marital status.

Table No. 3

Significant between Married and Un-Married Teacher Educators

Variables	N	Mean	SD	Df	Standard error of difference	T-Value
Married	8	274.62	8.90	14	5.776	0.9730
Unmarried	8	269	13.70			

From the above Table No.3 it can be seen that there is no significant difference in the level of professional commitment between married and unmarried teacher educators in Lunglei District. So, the hypothesis that assumes “There is no significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their marital status” is accepted as no significant difference in the mean score of married and unmarried teacher educators was found.

Major Findings:

1. It was found that out of 16 teacher educators, 37.5 % are at the Above Average Level of Professional Commitment, It has also been found that 12.5% had High Level of Professional Commitment and 18.75% had Average/Moderate Level of Professional Commitment, 25% also falls under Below Average Level of Professional Commitment and 6.25% falls under Low Level of Professional Commitment.

2. From the present study the investigator found that there is significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their gender.

3. It was also found that there is no significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their marital status.

Conclusions:

In general, it was found that the level of Professional Commitment among teacher educators in Lunglei District was satisfactory. It was also found that maximum teacher educators fall under Above Average level of Professional Commitment. Out of 16 teacher educators, 37.5 % are at the Above Average Level of Professional Commitment, 12.5% had High Level of Professional Commitment and 18.75% had Average/Moderate Level of Professional Commitment, 25% also falls under Below Average Level of Professional Commitment and 6.25% falls under Low Level of Professional Commitment. A significant difference between male and female teacher educators in the level of Professional Commitment was found and it has also been revealed that there is no significant difference between married and unmarried teacher educators in the level of Professional Commitment.

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