



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(3): 719-721
www.allresearchjournal.com
Received: 24-01-2016
Accepted: 26-02-2016

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A comparison of professional commitment of low age group (Below 30 years), average age group (30-45 years) and high age group (Above 45 years) of teacher educators belonging to Panjab University, Chandigarh

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Abstract

The study examined the comparison of professional commitment of low age group (Below 30 years), Average age group (30-45 years) and High age group (Above 45 years) of teacher educators belonging to Panjab University, Chandigarh. A sample of 321 teacher educators was selected for the study out of which one sixty one belonging to below average group, 143 belonging to average group and 17 belonging to high age group. Significance of the mean difference of the sample group were applied for analysis of data. Out of three age group negligible difference between the low age group and average age group, average age group and high age group, high age group and low age group. However high age group level have professional commitment in comparison to average age group level and average age group level have high professional commitment in comparison to low age group level.

Keywords: Professional commitment, teaching profession, teacher educators teaching

Introduction

Let us examine the meaning of commitment in context of teaching. Fruth, Bredon and Kasten (1982) ^[1] defined teacher commitment in terms of his intrinsic motivation to teaching and found that the intrinsic motivation was the most powerful link to teachers' performance. Kaufman (1984) ^[2] also explained teacher commitment as motivating and stated that teachers characterized as motivation seekers were more committed to the teaching profession than the non-motivating seekers. Snyder and Spreitzer (1984) ^[9], analysed the identity and commitment to the teaching role. They found that the elements of commitment included intrinsic and extrinsic satisfactions, as well as self-identity invested in the teaching role. For Simpson and Hood (2000) ^[8] a committed teacher reflects certain behavioural characteristics. He shows that professional development as a top priority reflects excitement about teaching and learning; connects with students, shows positive attitude about students; and is perceptive about student's motives, strengths, need and situation. Professional commitment of a teacher can be identified with reference to the following indices:

i) reaches his school/college consistently on time and is conspicuous by rare absenteeism, ii) delivers his lessons well-planned and prepared beforehand, iii) turns in all assignments given to the students on time duly corrected and completed, iv) uses material aid, wherever needed in the classroom, v) shows that his professional development is a top priority, vi) takes pride in his profession and is excited about teaching and learning, vii) "connects" with his students. Shows positive attitude about them and perceives their motives, strengths, needs and situations, viii) dresses neatly and appropriately and carries energetic postures and body language, ix) uses effective professional terms in clear and confident speech and reflects self-confidence with eye contact, x) has a positive outlook is consistent in confidence and avoids negative comments. Its measurement are the scores on scale of professional commitment by Maheshwari (2002) ^[4].

Rots *et al.* (2007) ^[5] aimed to gain insight into the relationship between teacher education and graduating teachers not starting in the teaching profession. The studies predicted for variables referred to teacher education, integration to teaching and teaching commitment. Their study revealed: graduates' teaching commitment in the teaching profession and

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Perception of mentor teacher's evaluative support was directly related to teaching commitment. Other variables (e.g. faculty support, type of teacher training) were indirectly related through the medium of graduate's teacher efficacy and professional orientation.

Troman and Raggi (2008)^[8] examined data collected from 6 Primary schools in the ESRC Project in order to assess continuity and change. Their study revealed: (1) the mission to teach was still there as well as love and caring for children; (2) material suitability of primary teaching was still a factors but so was the choice based on improved working place and welfare teacher commitment dependent on teachers perception of fast policy changes and the rise of portfolio careers. They concluded that teacher's self and on to logical security' have come under challenge and subjective orientation of primary teachers would influence their commitment also.

Sharma (2001)^[6] studied commitment among teachers engaged in inter colleges, degree colleges and the teachers of C.C.S. University campus. Her sample size consisted of 100 teachers. She found that age, sex and faculty had no bearing on commitment, whereas the level of education i.e. primary, secondary and higher contributed to the development of commitment. Teacher engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education.

Kumar (2008)^[3] in his study on a sample of 300 college teachers teaching in the colleges affiliated to C.C.S. University, Meerut found insignificant differences in the professional commitment of teachers on the basis of gender, caste, age, area-wise, teaching experience and active or passive member of some teaching subject association.

Sharma (2008)^[7] found that there is no significant difference in commitment among teachers with regards to age, gender and faculty (Science and Arts).

Sylvester (2010)^[11] held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

Vishal Sood and R.P Anand (2012)^[10] result shows level of professional commitment of B.Ed teacher educators in Himachal Pradesh is moderate significance difference found in professional commitment of B.Ed teacher educator with regard to gender marital status and teacher experience.

Significance of the Problem

The proposed study is expected to develop research strategy which may help in further probes into the nature and variance of professional commitment among other specific professional like Doctors, Engineer, Business Manager as well as other sub category of teachers like primary teachers, secondary teachers and university teachers. It also give direction for improving the management of education for making it more relevant to the needs of the twenty first century Indian society. It gives ways and manners in which the education is to be depoliticized which has now become matter of utmost concern. The study of the extend nature and variance of professional commitment in teachers may help in improving the relationship of teachers and the management which further helps in realizing the aims of education and suggest the ways of be democratizing and

decentralized the process of decision making in the field of higher education with respect to all demographical factor.

Objectives

To find the difference in the professional commitment of teachers with respect age i.e. ≤ 30 years, 30-45 years and > 45 years.

Hypothesis

- There will be no significant difference in the professional commitment of teacher educators due to difference in age i.e. ≤ 30 years, 30-45 years.
- There will be no significant difference in the professional commitment of teacher educators due to difference in age i.e. 30-45 years and > 45 years.
- There will be no significant difference in the professional commitment of teacher educators due to difference in age i.e. ≤ 30 years and > 45 years.

Methodology

Sample

The present study was conducted on a stratified random sample of 321 teacher educators (Below 30years = 161, 30 years to 45 years = 143 and above 45 years = 17) teaching in the colleges of education affiliated to the Panjab University Chandigarh.

Tools

Scale of Professional Commitment of Teachers (Maheshwari, 2002)^[4].

There were in all 25 items in the scale. Each item in this scale was provided with five alternatives. The minimum-maximum score range was 25 to 125. The scale consisted 20 positive items reflecting higher degree of professional commitment and five negative items reflected the lower degree of professional commitment. In order to obtain reliable and valid data, a slightly modified version of Amrita Maheshwari's (2002)^[4] Scale of Professional Commitment of Teachers. The test was administered twice on a group of 100 teachers at an interval of one month. Correlation between the scores obtained on two occasions were fairly good, that is 0.82. Hence, the test was found to be fairly 'stable' over time. In order to find full test reliability, the half test reliability so obtained was subjected to Spearman-Brown Prophecy Formula. Split-half reliability of Scale of Professional Commitment was found to be 0.67. The obtained t-value 4.5 was found to be significant at 0.01 levels suggesting high criterion validity of the scale. Face validity and content validity were judged by fair agreement in three expert ratter's ratings.

Statistical techniques used

- t-ratio techniques

Operational definition of key terms

1. Professional Commitment

Professional commitment may be defined as the extent of commitment of the college teachers i.e. dedicated efforts on the part of a teacher to fulfill his primary obligations towards learners and knowledge, cordial relations and positive attitude towards students. It is infecting a congruency between one's real and ideal jobs, and identification with one's chosen occupation and reluctance to seek alternative employment (Maheshwari, 2002)^[4].

Result and Discussion

Comparison of professional commitment of low, average and high age groups of teacher educators

In order to find the difference in the professional commitment of low, average and high age group of teacher

educators, scores of professional commitment were analysed by t-test. The obtained summary of statistical results has been presented in table 1.

Table 1: Summary of t-statistics in respect of professional commitment of low, average and high age groups of teacher educators

Vr. No.	Variable	Group	N	Mean	SD	df	t-ratio
1.	Age Differences	Low Group (I) < 30 yrs	161	99.63	9.52	Gr I & II 302	0.89
2.	Age Differences	Average Group (II) 30-45 yrs	143	100.54	7.90	Gr II & III 158	0.56
3.	Age Differences	High Group (III) > 45 yrs	17	101.70	8.80	Group I & III 176	0.85

Table 1. disclosed that t-ratios of 0.89, 0.56 and 0.85 felt short of significance at .05 level for group I and II (low and average age groups), for groups II and III (average and high age groups) and for group I and III (low and high age groups) respectively. From this it may be concluded that teacher educators belonging to low, average and high age group did not differ significantly with respect to professional commitment. In other words, professional commitment of teacher educators teaching in the colleges of education was not influenced by their age in significant manner.

Results of the present study revealed that all age groups are nearly equally committed to their profession. It also confirms that age is not a significant predictor of professional commitment of teacher educators. It can also be argued in favour of the findings of the present study that in the present sample substantially majority of respondents, almost 50%, belong to the age group 30-45 years; such a matured age is expected to have made much investment in the profession and has lesser opportunities for alternative employment. Although commitment to one's own profession and society at large and to achieve excellence shows an upward trend with the age where one puts a lot of efforts to make one's place and name in his/her profession and this is only possible if one is professionally committed. It is the age where one wants to reach at the highest level of one's professional growth and profession, specially in the teaching profession. Hence, there is likelihood of exhibiting nearly equal degree of professional commitment by majority of teacher educators irrespective of their age difference. Hence the hypothesis (a) There will be no significant difference in the professional commitment of teacher educators due to difference in age i.e. ≤ 30 years, 30-45 years. (b) There will be no significant difference in the professional commitment of teacher educators due to difference in age i.e. 30-45 years and > 45 years v(c) There will be no significant difference in the professional commitment of teacher educators due to difference in age i.e. ≤ 30 years and > 45 years was accepted.

Findings and Conclusion

As per finding of the present study insignificant differences at .05 level are obtained in the professional commitment due to low group 1 (< 30 yrs), group II Average group (30-45 years), group III (> 45 years).

Therefore hypothesis (a), (b), (c) that there will be no significant difference in the professional commitment of teacher educators due to difference in age i.e., ≤ 30 years, 30-45 years and ≥ 45 years is accepted. There is negligible difference between the low age group and average age group, average age group and high age group and high age group and low age group. It indicates the teacher educators

are professional more committed with the increase in age. But they don't differ significantly. So, it conclude that professional commitment of teacher educators teaching in college of education was not influenced by their age.

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