



# A study of Professional Commitment of Teacher Trainee (PCTT) of B.Ed. College

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## 1. Introduction

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.

## 2. Review of related literature

Reviews of the present research are given as under.

**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. **Chaudhari (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 commitment should be the key point

## 3. 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 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 commitment of teacher trainees.

## 4. Statement of the research

A study of Professional Commitment teacher trainee (PCTT) of B.Ed. College.

## 5. Objectives of the study

The objectives of the present research were:

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

## 6. Hypotheses of the Study

Hypotheses of the present investigation were:

- Ho<sub>1</sub>:** There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Professional Commitment of Teacher Trainee (PCTT) Scale.
- Ho<sub>2</sub>:** There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Professional Commitment of Teacher Trainee (PCTT) Scale.
- Ho<sub>3</sub>:** There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Professional Commitment of Teacher Trainee (PCTT) Scale.
- Ho<sub>4</sub>:** There will be no significant difference between mean score of Science Teacher Trainees and Non Science education Background Teacher Trainees on the Professional Commitment of Teacher Trainee (PCTT) Scale.

## 7. Variables of the Study

Variables of the present research study were:

**Table : 1**

Sr.	Type of Variables	Variables under the Investigation
1.	<b>Dependent Variable</b>	Professional Commitment of Teacher Trainee (PCTT)
2.	<b>Independent Variable</b>	Teacher Educators' Perceptions
3.	<b>Moderate Variables</b>	(a) Gender (b) Academic Qualifications (c) Habitat (d) Educational Background

## 8. Operational Definitions of the terms

- 8.1 Professional Commitment of Teacher Trainee (PCTT):** Professional Commitment of Teacher Trainee (PCTT) refers to individual's Commitment and motivation to the work towards the teaching profession.
- 8.2 Teacher Trainees' Perception:** Teacher Trainees' perceptions refer to Teacher Trainees' perception of Management Performance
- 8.3 Habitat:** Habitat as Geographical location refers to the urban and rural location of the Teacher Trainee's residence.
- 8.4 Gender:** Gender refers to male and female category of the Teacher Trainees.
- 8.5 Educational Background** refers to Science and Non-Science (Arts and Commerce Stream).

## 9. Delimitations of the Study

The study has been delimited to the Teacher Trainees of Teacher Education, Institutions of Mehsana City, during the year of 2010-2011. The study has been delimited to following dimensions of Professional Commitment of Teacher Trainee (PCTT) Scale: (a) Gender (b) Academic Qualifications (c) Habitat (d) Education background.

### 10. Research Area

The present research study was conducted taking sample from Grant-in-aid College of Mehsana City of North Gujarat.

### 11. Research Design

The present research was Descriptive Survey under descriptive method of research by its nature.

### 12. Population and Sample of the Study

The population of the study was the Teacher Trainees of Grant-in-aid college of Mehsana City. The sample of 82 teacher trainee, for the study was selected by using purposive random sampling method from Swami Vivekananda Sarvodaya Education College (Grant-in-aid) of Mehsana City from Gujarat State. Selected sample according to the variables are as follows.

### 13. Description of sample

Habitat		Academic Qualifications		Habitat		Educational Background	
Male	20	Graduate	30	Urban	16	Science	16
Female	62	Post Graduate	52	Rural	64	NonScience	65

### 14. Tools of the Study

To collect the data for the present investigation the investigator had constructed by the investigator Dr. Suresh R. Parmar named as 'Professional Commitment of Teacher Trainee (PCTT) Scale' using five point scale measurements with twenty six items related to commitment of the student towards the teaching profession. Professional Commitment of Teacher Trainee (PCTT) was circulated to the eight teacher educator for the validity of the tool. The split-half reliability calculated which was found 0.649, and skewness as well as kurtosis was also calculated, which indicated that the gathered data are near to the non probability curve. So the calculation and tabulation of the tool can be interpreted for the present study.

### 15. Data Collection

Data for the present research was collected by the investigator.

### 16. Statistical Treatment

For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

### 17. Data Analysis

The sample of 82 Teacher Trainees from grant-in-aid secondary teacher education institutions of Mehsana City of North Gujarat were studied on Professional Commitment of Teacher Trainee (PCTT) Scale. 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 under the following heads:

A.Effect of Gender on Teacher Trainees' Perceptions of Professional Commitment of Teacher Trainee (PCTT).

B.Effect of Academic Qualifications on Teacher Trainees' Perceptions of Professional Commitment of Teacher Trainee (PCTT).

C.Effect of Habitat on Teacher Trainees' Perceptions of Professional Commitment of Teacher Trainee (PCTT).

D.Effect of Educational Background on Teacher Trainees' Perceptions of Professional Commitment of Teacher Trainee (PCTT).

**Table 2 : Showing Mean and S.D. and t-value of Gender, Educational Qualification, Habitat and Education Background on Professional Commitment of Teacher Trainee (PCTT) scale**

H	Group	N	Mean	SD	SEd	t value
<b>Ho<sub>1</sub></b>	Male	20	110.51	16.49	4.53	0.89
	Female	62	114.57	16.13		
<b>Ho<sub>2</sub></b>	Graduate	30	106.76	15.89	4.01	2.48
	Post Graduate	52	115.71	16.47		
<b>Ho<sub>3</sub></b>	Urban	16	114.96	16.35	4.85	0.9
	Rural	64	111.57	16.64		
<b>Ho<sub>4</sub></b>	Science	16	113.16	14.01	4.1	0.62
	Non Science	65	114.75	14.34		

**(A) Effect of Gender on Teacher Trainees' Perceptions**

It is evident that the obtained means scores of Male Teacher Trainees (N=20) on Total Scores was found to be 110.51 and the obtained S.D. was found to be 16.49 respectively. The obtained means scores of Female Teacher Trainees (N= 62) on Total Scores was found to be 114.57 and the obtained S.D. was found to be 16.13 respectively with 4.53 standard error of mean and obtained t-value(0.89) had not reached the 0.01/ 0.05 level of significance. Hence, this has accepted the **Ho<sub>1</sub>**, which was stated as **“There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Professional Commitment of Teacher Trainee (PCTT) Scale.”**

**(B) Effect of Educational Achievement on Teacher Trainees' Perceptions**

It is evident that the obtained means scores of Graduate Teacher Trainees (N= 30) on Total Scores was found to be 106.76 and the obtained S.D. was found to be 15.89 respectively. The obtained means scores of Post Graduate Teacher Trainees (N= 52) on Total Scores was found to be 115.71 and the obtained S.D. was found to be 16.47 respectively, with 4.01 standard error of mean and obtained t-value(2.48). Thus, mean score Post Graduate Teacher Trainees on Professional Commitment of Teacher Trainee (PCTT) was found to be significantly higher since the obtained t-value had reached the 0.05 level of significance. Hence, this has rejected the **Ho<sub>2</sub>**, which states as **“There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Professional Commitment of Teacher Trainee (PCTT) Scale.”**

**(C) Effect of Habitat of trainee on Teacher Trainees' Perceptions**

It is evident that the obtained means scores of Teacher Trainees of Urban Area (N=16) on Total Scores was found to be 114.96 and the obtained S.D. was found to be 16.35 respectively. The obtained means scores of Teacher Trainees of Rural Area (N=64) on Total Scores was found to be 111.57 and the obtained S.D. was found to be 16.64 respectively with 4.85 standard error of mean and obtained t-value(0.90) had not reached the 0.01/0.05 level of significance. Hence, this has accepted the **Ho<sub>3</sub>**, 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 Commitment of Teacher Trainee (PCTT) Scale.”**

**(D)Effect of Educational Background on Teacher Trainees' Perceptions of Professional Commitment of Teacher Trainee (PCTT).**

It is evident that the obtained means scores of Teacher Trainees of Science trainee (N=16) on Total Scores was found to be 113.16 and the obtained S.D. was found to be 14.01 respectively. The obtained means scores of Teacher Trainees of Non Science (N=65) on Total Scores was found to be 114.75 and the obtained S.D. was found to be 14.34 respectively with 4.1 standard error of mean and obtained t-value(0.62) had not reached the 0.01/0.05 level of significance. Hence, this has accepted the **Ho<sub>4</sub>**, 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 Commitment of Teacher Trainee (PCTT) Scale.”**

### 18. 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 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 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 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 Commitment of Teacher Trainee Scale.

### 19. Conclusion

From the above findings it can be concluded that the Post Graduate Teacher Trainees differed in their perceptions regarding Professional 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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