

A study to find a difference of professional commitment of teacher educators as a member or not a member of some teacher/subject association and Active or Passive membership of some subject/teacher association

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Abstract

The purpose of the study was to explore the difference of professional commitment of teacher educators as a member or not a member of some teacher/subject association and Active or Passive membership of some subject/teacher association. Comparison was also made between them to know the effect of professional commitment of teacher educators on the basis of their membership of some teacher/subject association and teacher educators on the basis of their active or passive membership of some teacher/subject association which is positively significant in both cases. Study was conducted on a stratified random sample of 321 teacher educators who's a member of some teacher/subject association 65 and not a member of some teacher/subject association 256 in which 32 is a passive member of some teacher/subject association teaching in the colleges of education affiliated to the Punjab University Chandigarh. Statistical analysis was done through significant of mean differences.

Keywords: active or passive membership, teacher/subject association

1. Introduction

In the view of Singhal (2003) ^[7] teacher commitment is actually much more than performing the normal duties assigned to a teacher. It is complete dedication and devotion to the teaching profession. It is an inner realization of the fact that teaching is the noblest of all professions and that it is a service to the society; it is a service with a mission". He further adds "Teacher commitment transforms the apparent relationship between the teacher and the taught into that of an intimate relationship where the teacher 'feels' for the child and is willing to do all that is possible and necessary for the child's development. Teacher commitment puts the teacher on that high pedestal where the child sees the former as repository of all knowledge and where the child builds a relationship, which is not temporary. It is a relationship, which endures forever. Teacher commitment, thus, implies: (i) Complete dedication to the task; (ii) commitment to the objectives of education; (iii) deep concern for the child; (iv) consciousness about one's role and responsibilities; and (v) a high degree of professionalism".

Dewal (2003) ^[2] on the professional commitment of a teacher has written "the most important commitment for any teacher is certainly to the learner. Commitment towards learner takes various shapes and hue. It means becoming receptive and sensitive towards learners commitment to profession can be seen taking teaching as a noble activity, with full dedication. It also means working with fellow teachers for a common cause especially developing collegiality and undertaking collaborative and cooperative assignments. It also means innovation and researching on different aspects of teaching and learning to enrich the profession".

Seshadari (2003) ^[6] has summed up the basic commitments of a teacher in two categories: "commitment to learner and commitment to knowledge. To put in his own words". The primary obligations of a teacher thus are to the learner and knowledge. I use 'learner' word to Include 'learning' as well for teaching is the activity aimed at bringing about learning. Likewise, I use 'knowledge' in a general sense to refer to all objects and end state of learning knowledge of facts, understanding attitudes, values in short, all learning out comes that are contained in the curricular objective".

Smith and Rowley (2005) ^[8] attempted to examine the utility of educational reforms based on accountability and standards as has been suggested during the past decades. Critics of above reforms strategies suggest that commitment is likely to be the main factor of such a control based strategies. They carried a survey, and found that schools organized with stronger commitment strategy may have better success in achieving their reforms goals because of increased teacher participation in context related professional development and greater stability in its teaching staff.

Devos and Hulpia (2010) ^[1] A comparative analysis of four school with high and four schools with low professional committed teachers were carried out in Belgium. As per finding of the study teachers more strongly committed if they participate in decision making, social interacted and their leaders were highly accessible to tackle problems efficiently and empowered teachers to participate in professional activities and frequently monitored teachers' daily practices.

Maheshwari (2002) ^[5] investigated into the extent, variation and distribution of professional commitment

among 400 secondary school teachers. Her major findings were: (i) respondents exhibited a moderate level of professional commitment with upward trend; (ii) gender was a predictor of teacher commitment, female teachers exhibited higher commitment than their male counterpart, (iii) age, academic achievement, SES, caste, community background, length of teaching experience, associational membership have not been found to be the discriminator of professional commitment among secondary school teachers but these variables have shown some significant relationship with teachers commitment to learner and commitment to society.

Kumar (2008) ^[4] 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.

Karakus and Battal (2009) ^[3] carried, out their study in Elazig city on 1017 teachers working in public and private high schools. It was found that teachers' commitment varied according to their personal characteristics such as gender, marital status and tenure. Increased tenure enhanced the professional commitment.

1.1 Importance of the Problem

Today teaching is considered to be a modern profession. The core of the concept of a profession has always been the idea of the dedication to the chosen field. A profession involves intellectual operations based on acquisition of knowledge and skills acquired after a long duration of education and training and discussion with experts of the concern subject. It is a service provided by a professional, which is valued by society, hence a professional is given autonomy and self-regulation. He is expected to adhere to a code of ethics of the profession like member of association or active member of subject association. As pointed out earlier teaching contains a missionary spirit which is the very nature of the teaching profession. Therefor an attempt is made in the present study to find the effect of the member of association or active passive members to on professional commitment.

1.2 Objectives

To find the difference in the professional commitment of teachers with respect to who are a member of some teacher/subject association and who are not a member of some association.

To find the difference in the professional commitment of teachers with respect on the basis of their active or passive membership of some subject/teacher association.

1.3 Hypothesis

a) There will be no significant difference in the professional commitment of teacher educators who are a member of some teacher/subject association and who are not a member of some association.

b) There will be no significant difference in the professional commitment of teacher educators on the basis of their active or passive membership of some subject/teacher association.

2. Methodology

2.1 Sample

The present study was conducted on a stratified random sample of 321 teacher educators who's a member of some teacher/subject association 65 and not a member of some teacher/subject association 256 in which 32 is a passive member of some teacher/subject association teaching in the colleges of education affiliated to the Panjab University Chandigarh.

2.2 Tools

Scale of Professional Commitment of Teachers (Maheshwari, 2002) ^[5].

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. 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.

2.3 Statistical techniques used

t-ratio techniques

2.4 Operational definition of key terms

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) ^[5].

3. Result and Discussion

3.1 Comparison of professional commitment of teacher educators on the basis of their membership of some teacher/subject association

To find the difference in the professional commitment of teacher educators on the basis of their membership of some teacher/subject association t-test was performed. The obtained results were shown in table 1.

Table 1: Summary of t-statistics in respect of professional commitment of teacher educators who are member or not a member of some teacher/subject association

S. No.	Variable	Group	N	Mean	SD	df	t-ratio
6.	Member of Some Teacher/Subject Association	Yes	65	101.82	6.63	319	1.99*
		No	256	100.06	6.10		

Significant difference was obtained in the professional commitment of teacher educators those who were member of some teacher/subject association and those who were not the member due to significant t-value ($t = 1.99$) at 0.05 level. On the basis of their mean scores it was found that teachers who were member of some association were more professionally committed (mean = 101.82) as compared to those who were not member of some association (mean = 100.06). In other words being a member of some teacher/subject association influence the professional commitment of teacher educators.

In the present study, the variable of associational membership appears to be a discriminated factor and members are found to be more committed as compared to non-members. The results of the present study goes in favour of the common sense view that associational membership should exhibit a relationship with professional commitment. Here the professional commitment of teachers due to associational membership may be due to the fact that associational membership may be contributory factors to the professional development of a teachers and in many cases professional development may lead to more liking for the profession and more liking helps in more association and involvement with

learners and subject matter. Association members are working continuously to enrich their skill and knowledge and get the administrative support while collaborating with other teachers and learners. In this way above factors tends to enhance their commitment towards the profession.

Therefore hypothesis (a) that there will be no significant difference in the professional commitment of teacher educators who are a member or those who are not a member of some teacher/subject association was not accepted.

Findings of Maheshwari (2002) ^[5] and Kumar (2008) ^[4] do not support the findings of the present study.

3.2 Comparison of professional commitment of teacher educators on the basis of their active or passive membership of some teacher/subject association

To find the difference in the professional commitment of teacher educators on the basis of their active or passive membership of some teacher/subject association, t-test was performed. The obtained results have been given in table 2.

Table 2: Summary of t-statistics in respect of professional commitment of teacher educators who are active or passive member of teacher/subject association

Vr. No.	Variable	Group	N	Mean	SD	df	t-ratio
11.	Active/Passive Member of Association	Yes	32	103.21	7.79	319	2.09*
		No	289	99.81	8.84		

As per the results of table 2. significant difference was obtained in the professional commitment of teacher educators on the basis of their active or passive/non membership of some teacher/subject association as t-value was found to be significant at .05 level ($t = 2.09$). On the basis of their mean scores, it was found that professional commitment of those teachers who were active members was higher (mean = 103.21) as compared to those teachers who were passive members (mean = 99.81).

From the above results it may be inferred that teacher educators who are non-members or passive members of teacher association or subject association have less professional commitment in comparison to teachers who are active members. In other words active membership of some subject association or any other professional body is a discriminatory factor in the professional commitment of teachers.

The reasons for the above mentioned results may be that active members play constructive roles not-only for their own professional development but also for the professional development of other colleagues and learners. They feel pride in their profession. They are more aware of their social role and obligations towards

students, administration, parents, their own profession and society at large. In this journey, they become more popular among their learners, colleagues and other fellow teachers in the profession. All these factors help in boosting their self-confidence, their identity with the learners and profession and with the passage of time their liking for the profession is increased which further promote their professional commitment.

Therefore hypothesis (b) that there will be no significant difference in the professional commitment of teacher educators on the basis of their active or passive membership of some subject/teacher association was not accepted.

Previous research findings of Maheshwari (2002) ^[5] and Kumar (2008) ^[4] do not lend their support to the result of the present study.

Teacher educators who are active members of teacher/subject association are higher on professional commitment as compared to teachers who are not a member or passive member of subject/teacher association.

4. Findings and Conclusion

(a) Significant difference in the professional commitment

is found between the teacher educators who are member or not a member of some teacher/subject association.

Therefore hypothesis (a) that there will be no significant difference in the professional commitment of teacher educators who are member of some teacher /subject association and who are not a member of some association is not accepted.

(b) As per the results of present study significant difference is obtained in the professional commitment between the active and passive member of teacher/subject association.

Therefore hypothesis (b) that there will be no significant difference in the professional commitment of teacher educators on the basis of their active or passive membership of some subject/teacher association is not retained in the present study.

5. References

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