



Analytical Study Of Professional Commitment Among Teacher Educators In Amravati: A Comparative Study Of Gender, Location, And Marital Status

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ABSTRACT

This study investigates the professional commitment of teacher educators in Amravati, focusing on gender, area of residence (rural or urban), and marital status as key variables. Professional commitment is defined as the consistent dedication, professional loyalty, and adherence to established standards and ethics essential for educators. The study's sample comprises 250 teacher educators from various educational colleges in Amravati city. The "Professional Commitment for Teacher Educators (PCSTE)" scale by Dr. Vishal Sood (2011) was used for data collection and analysis. The results indicate no significant difference in professional commitment between male and female teacher educators, as demonstrated by a t-value of 1.6416. Similarly, the study finds no significant difference between rural and urban teacher educators, with a t-value of 0.3182. However, a significant difference is observed between married and unmarried teacher educators, with married educators showing a higher level of professional commitment, evidenced by a t-value of 2.9914. This suggests that married teacher educators demonstrate greater enthusiasm and dedication towards their profession. These findings contribute to the understanding of professional commitment in teacher education, emphasizing the need for continued support for educators across various demographics. The study underscores the importance of fostering professional commitment to enhance the overall quality of education and teaching effectiveness.

Keywords: Professional Commitment, Teacher Educators, Amravati.

INTRODUCTION

Dedication to one's profession is fundamental to performing duties with diligence and effort. Arya (2012) emphasizes that a teacher's professional commitment involves dedicating individual time and energy to their work. The teaching profession uniquely requires building and maintaining relationships not only with organizations but also with various stakeholders such as parents, students, and colleagues. Consequently, professional commitment is crucial for both teachers and the education system. Improving educational quality is essential in today's era, and Skidmore (2007) defines enthusiastic educators as those who commit to continuous professional development by pursuing advanced degrees and engaging in standards-based professional opportunities. These educators reflect critically on their practices by seeking meaningful feedback, participating in discussions, and engaging in research. They also advance the teaching profession by contributing to knowledge groups and assuming leadership roles. Professional commitment empowers

teachers to better address students' needs by employing diverse teaching methods and skills. Committed teachers design meaningful activities that actively engage students and adopt new strategies to enhance learning outcomes. In today's technologically driven age, educators must acquire new skills to help students develop critical thinking, collaboration, communication, and decision-making abilities. These competencies are essential for students to succeed in a modern world that demands adaptability and innovation. Ultimately, professional commitment enables teachers to achieve these goals, fostering a culture of lifelong learning and improving the overall quality of education.

Teacher Educators: Teacher educators are professionals dedicated to equipping others with the knowledge, skills, and attitudes required to become effective teachers. These individuals play a critical role in both pre-service and in-service teacher training. In a narrower sense, teacher educators are often university faculty members whose primary responsibility is to prepare aspiring teachers within educational institutions such as universities and teacher training colleges. A broader perspective encompasses all professionals who contribute to the initial preparation or ongoing professional development of teachers, whether through formal education or professional learning initiatives. This includes pre-service teacher educators, facilitators of professional development workshops, in-service trainers, mentors for trainee teachers, curriculum developers, educational researchers, and academic leaders. Together, these individuals ensure the continuous growth, effectiveness, and quality of the teaching profession.

Professional Commitment: Professional commitment in teaching is defined by a consistent dedication to the profession, professional loyalty, competence, and adherence to established standards and ethics. The teaching profession demands a steadfast commitment that extends beyond immediate interactions with students to encompass one's entire educational career. Effective educators embrace the principles and responsibilities of teaching, ensuring their practices align with institutional rules and professional guidelines. This commitment helps differentiate truly dedicated educators from those who are less invested. A committed educator is devoted not only to students and schools but also to continuous learning and professional growth. This lifelong dedication enhances their effectiveness and supports the advancement of educational quality and the teaching profession as a whole.

Professional Commitment of Teacher Educators : The professional commitment of teacher educators refers to their adherence to established and recognized professional norms and standards. This commitment encompasses dedication to student-teachers, the broader society, the teaching profession, the pursuit of excellence, and the upholding of fundamental human values. Teacher educators are responsible for modeling ethical behavior, continuous professional development, and fostering an environment that promotes quality education and lifelong learning. Their commitment ensures they contribute effectively to the development of competent and dedicated future educators.

LITERATURE REVIEWS

Kohli (2005) conducted a survey on the professional commitments of teachers and educators in Amravati, revealing a moderate level of professional commitment. Kumar (2012) studied 350 teachers across four districts and found no significant correlation between professional commitment and job value among teachers in training institutions, though a significant positive correlation existed between professional commitment and thinking style. Gupta and Jain (2013) explored professional efforts based on region, gender, and educational background, concluding that professional commitment did not differ significantly by region or gender. Malik and Rani (2013) investigated the professional efforts of 100 secondary school teachers in public and private schools in Gurgaon, Haryana, discovering a significant relationship between professionalism and educational attitudes across different demographics and school types.

Choudhary and Arora (2015) conducted a survey on "Teacher Commitment and Teacher Effectiveness" among 200 teachers in the Moga and Ludhiana districts, finding that region, gender, and type of institution did not affect the commitment of junior high school teachers. Their study also concluded that

the effectiveness of secondary school teachers in Amravati remained consistent regardless of region, institution type, or gender. Similarly, Sawhney (2015) examined the professional efforts of secondary school teachers based on school locations and found no significant difference between middle school teachers in urban and rural areas; however, percentile-based analysis revealed that rural teachers were more active than their urban counterparts. In a comparative study, Ambrish and Azkiya (2016) analyzed secondary school teachers' professional efforts by gender and discipline, determining that female teachers demonstrated higher professional efforts than male teachers, although no significant difference was found based on the area of residence. Bala (2017) supported this conclusion in a survey of school teachers in Amravati, showing that female teachers exhibited significantly higher professional efforts compared to male teachers. Alam (2018) further investigated professional commitment among 111 secondary school teachers in Aligarh, Uttar Pradesh, and found significant differences in professional commitment based on gender and school type, though no significant difference was noted between rural and urban teachers.

STATEMENT OF THE PROBLEM

"An Investigation into the Professional Commitment of Teacher Educators in Colleges of Education in Amravati"

OBJECTIVES

- To find out Gender differences of teacher's educators in Amravati regarding their professional commitment.
- To find out rural-urban differences in the importance of professional commitment of teacher's educators in Amravati.
- To find out the differences in importance of professional commitment of teacher's educators in Amravati by marriage status.

METHODOLOGY

The subjects of this study are teacher educators teaching in various educational colleges in Amravati. The sample for this study was 250 teacher educators in the teaching population of the Amravati Institute of Education. In this study, "the Professional Commitment for Teacher Educators (PCSTE) by Dr. Vishal Sood (2011) was used to collect research data". The primary purpose of this scale is to measure and evaluate the level of commitment of teacher educators to their profession.

Findings:

Table 1 mean difference in professional commitment among male and female of teacher educations of Amravati.

category	mean	df	Sd	SE	t
Male	173.17	248	14.06	1.809	1.6416*
Female	170.2				

Tab.t= 1.6509

Table 1 shows the average variance in professional commitment between male and female teacher educators in Amravati. The T ratio is showing 1.6416, which indicated that gender - wise there is no variance in career commitment. Thus, research hypothesis states, "There is no significant variance in the professional commitment of male and female teacher educators".

Table 2: mean difference in professional commitment among rural and urban of teacher educations of Amravati.

category	mean	df	Sd	SE	t
Rural	167.14	248	15.97	1.885	0.3182
Urban	167.74				

Tab.t= 1.6509

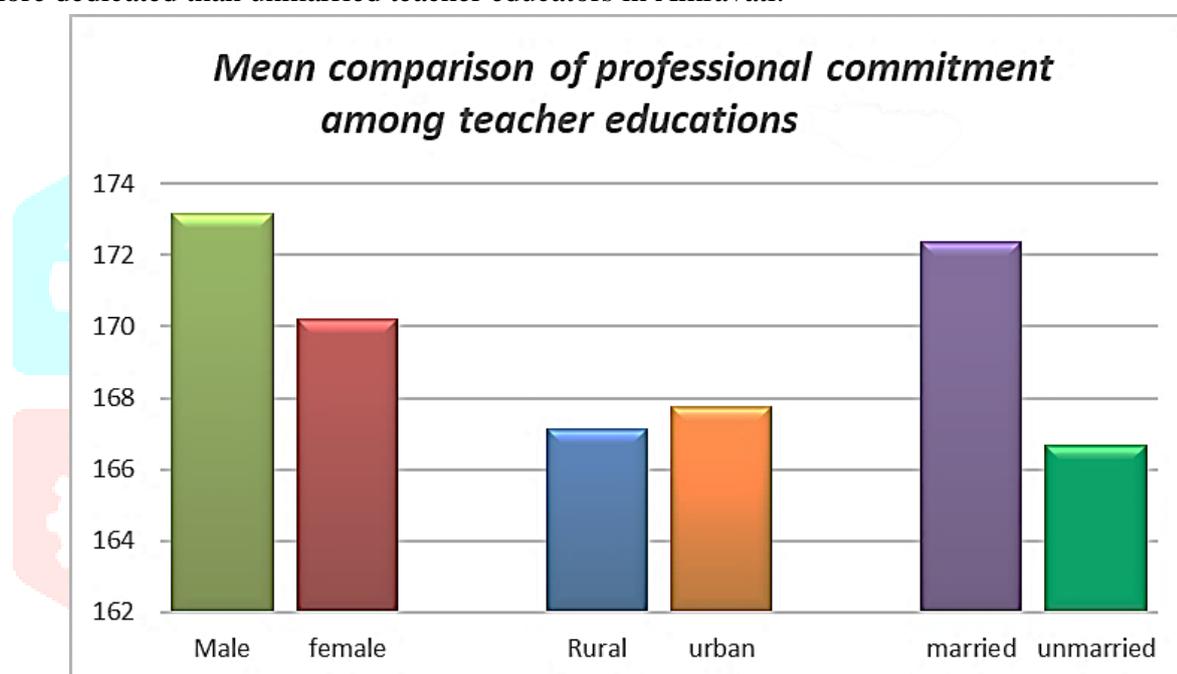
Table 2 shows the average difference in professional commitment between urban and rural teacher educators in Amravati. The T ratio is 0.3182, which is not significantly different. Therefore, research hypothesis concluded that there is "no significant difference in professional commitment among Amravati teacher educators" which is accepted.

Table 3: mean difference in professional commitment among married and unmarried of teacher educations of Amravati.

category	mean	df	Sd	SE	t
married	172.35	248	15.31	1.902	2.9914
unmarried	166.66				

Tab.t= 1.6509

Table 3 shows the average difference in career commitment between married and unmarried teacher educators in Amravati. The T ratio is 2.9914, which indicates a significant difference in married and unmarried teacher educators in Amravati. As can be seen from the above table, married teachers' educators are more dedicated than unmarried teacher educators in Amravati.



CONCLUSION

There is no significant difference in professional commitment between male and female teacher educators in Amravati. Similarly, no significant difference is observed in the professional commitment of teacher educators based on their rural or urban location. However, a notable difference exists between married and unmarried teacher educators, with married educators displaying higher levels of professional commitment compared to their unmarried counterparts. This finding suggests that married teacher educators demonstrate greater enthusiasm and dedication to their profession.

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