

PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS IN RELATION TO JOB VALUES IN WEST BENGAL

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ABSTRACT:

The quality of teaching depends a great deal on the level of teachers involvement in relation to the professional exerted, to the organization. One is part of and the professional satisfaction that one feels. One the one side, the relation the nature of the teaching activity and the work carried on in the professional community, the relations with peers, superiors, students' parent's leads to professional achievement and indirectly, it reflects into the achievements of one's students. Role of teacher is a determining factor for upgrading a country. A teacher's job entails imparting knowledge, teaching skills, and instilling values. Work values are goals that one seeks to attain to satisfy a need; they may be satisfied by more than one kind of activity or occupation. Theory of work values includes three categories, instrumental, affective and cognitive (Elizur 1999, p. 77; Elizur and Kowalsky 2000, p. 594). The work of the teacher has an impact on our understanding of education. Education has a tendency to evolve in response to current demands and demand. As a result, society must take on new roles in comparison to the current teacher, such as being an Efficient Professional today's society. The present study examine Professional Commitment of Teacher Educators in Relation Job Values.

Keywords: Professional Commitment, Teacher Educators, Job Value, West Bengal.

INTRODUCTION:

According to **Southern (1974)**, an effective teacher is the one who has a sense of humour, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability

to be as fair as possible in dealing with students. Teaching is the most arduous and complex profession in our society, and also an important job. Yet teachers are often overworked, underpaid and underappreciated. There is a common bond which unites all teachers, i.e. the desire to help students reach their maximum potentials as human beings. When we achieve this goal, when we see students grow as a result of our teaching, we know that all the training and hard work have been worth the effort.

Thus, teaching is a behaviour, an organised set of cognitive acts or operations of teaching, both overt and covert, organised logically and meaningfully. It has a configuration, which can be analysed, reasoned out, described, explained and changed for improvement. These behaviours can be systematically and hierarchically arranged in categories called taxonomy. The effectiveness of teaching is the competence of a teacher, the attributes of instructional process and the teacher impact on pupil behaviour. The growth of all these dimensions of this broad and diverse discipline of, teacher education is, like any other discipline, extensive and research savvy, in search of what really contributes to job value.

Nothing is available to us in from the verified knowledge about the relationship of professional commitment of teacher educators to the thinking style, Job value and teacher's effectiveness of teacher educators. In recent years it has been felt that there is dire need of professional commitment in teacher educators. The need for the improvement and enhancement of the professional commitment of teachers and teacher educators is now universally emphasized and highlighted in educational desirable degree is the formidable problem which teachers and educationists face in our country. Hence, the investigator attempts to study the professional commitment of teacher educators in relation to their job values.

REVIEW OF RELATED LITERATURE:

Wiener and Vaide (1980) conducted a research to find out the relationship between job, organizational and career commitment and work outcomes. The study was done with the sample of 800 secondary school teachers in Salvador, Brazil. In this study, this, the relationships were examined with the help of Linear Regression. They concluded that commitment is value based and mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness of the teacher take care of these factors. Their commitment can be enhanced to the optimum level.

Aranya, Lachman, and Amernic (1982) investigated the effects of organizational and professional commitment on job satisfaction. The purpose of this study was to assess both direct and indirect relationships between professional commitment and job satisfaction. Sampling of the research was based on 112 teachers working in schools in teacher training colleges of Botswana. In the study researchers analyzed effects of organizational and professional commitment on job satisfaction. They reported a statistically significant correlation between professional commitment and job satisfaction. Professional commitment affected job satisfaction indirectly through organizational commitment.

Harrell and Eickhoff (1988) studied the effect of commitment on the level of job satisfaction. The sample of 290 teachers of primary school was selected. The survey method was used in this study. The multiple regression was used to find out the unique impact of professional commitment on the different levels of job satisfaction. This study concluded that there was positive effect of the professional commitment on the job satisfaction. He concluded that there was relationship between these two variables. The teacher with higher professional commitment would have more job satisfaction.

Steven L (1992) conducted a study on the effect of increasing education on individual professional behaviour and commitment. Occupations raise educational requirements in efforts to professionalize, even though the practitioner level outcomes of professionalization are virtually unknown. Therefore, the relation between level of education and professional commitment and behaviour were examined among registered nurses, who can be licensed holding any one of three different levels of education. More highly educated registered nurses engaged in more professional behaviours, such as reading journals and updating technical skills; however, attitudinal commitment to the profession did not differ significantly among nurses holding different levels of education. Explanations and theoretical implications are discussed.

STATEMENT OF THE PROBLEM:

“Professional Commitment of Teacher Educators in Relation to Job Values in West Bengal”

OBJECTIVES OF THE STUDY:

1. To study the influence of professional commitment as significant predictor of job values among teacher educators.

HYPOTHESES OF THE STUDY:

Ho: Professional commitment is not a significant predictor of job values among teacher educators in the state of West Bengal.

SAMPLE:

Sampling was done in order to get institution representation and teacher representations. The sample for this study consisted of 400 teachers educators working in M.Ed./B.Ed. colleges of West Bengal.

STATISTICAL ANALYSIS:

In order to analyze the data with suitable statistical techniques, the following statistical procedure was adopted in present study. To study the prediction of professional commitment on job value of secondary school teachers, Regression was used.

RESULTS AND DISCUSSION:

The present study explored the influence of professional commitment on job value among secondary school teachers. In order to achieve this objective regression was calculated and the results are presented in the given below tables:

Summary of Regression Analysis of Professional commitment and Job value of teacher educators in the state of West Bengal.

Variable	R	R ²	Adjusted R Square	F value
Professional Commitment	.274	.071	.064	21.451**

****Significant at 0.01 level of significance**

The above table shows the correlation coefficient of professional commitment and job value of teacher educators. The correlation coefficient of professional commitment and job value is .274 with square is .064. Regression suggests that professional commitment can explain of the job value.

Table Summary of ANOVA for Regression

Variable	R	R ²	Adjusted R Square	F value
Regression	524.15	1	598.01	20.998**
Residual	7958.02	398	26.245	
Total	7845.06	399		

****Significant at 0.01 level of Significance**

It is evident from the above table the obtained F-value 20.998 is statistically significant at 0.01 which indicates that statistically significance of the relationship between professional commitment and job value. Therefore, regression analysis is allowed and feasible.

Table Summary of Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
Constant	70.154	5.001	.258	12.541**
Professional Commitment	.261	.054		4.698**

****Significant at 0.01 level of Significance**

According to the above Table with B=.258 and t=4.698 which is significant at 0.01 level of significance It implies that professional commitment plays important roles in predicting the job value.

CONCLUSION:

There is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part. The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. A person's belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation. Professional Commitment is a state of readiness organized through experience exerting a directive and or dynamic influence up on the individuals' response towards all objects or situations with which it is related. From the analysis it has been predicted that Job value rightly and significantly able to interpret the Professional Commitment.

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