

PROFESSIONAL COMMITMENT AND SELF -EFFICACY OF TEACHER EDUCATORS

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Abstract

Commitment to any profession is the vital force for men and women who offer themselves for that profession. It is very much essential for teachers but still more essential for teacher educators too, since they are preparing skilful teachers for different subjects at different levels at education system. Another important factor is the self- efficacy of the teacher educators which may affect or effect the professional commitment of teacher educators. In the present-day context, the teacher education system is undergoing tremendous and constant changes in their structure and process. Under such circumstances, the professional commitment and self-efficacy of teacher educators are the key factors to decide the quality teacher education programmes. In the present study the researcher made an attempt to explore the influence of above said variables for quality teacher education programmes.

Key Words: Professional Commitment,Self- Efficacy,Teacher Educators and Teacher Education Programmes

Introduction

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He is not only imparting knowledge to his /her students, but also acts as an agent of social change and mould the character of students. He is the backbone of the society. The teacher plays an important role in shaping and moulding the character of students. The personality of the teacher is a significant variable in the class room. Education, of which teachers are the purveyors, is the sacred instrument for building nation. Education is a medium through which he will direct human energies and human capacities to the advancement of human well. Words of S.B.Kakker, “Teachers represent the ideals and

aspirations of the nation and owe to the moral and mental accountability of equipping the youth for active participation in the high enterprise of creating a social order which shall dispense equal justice to all and sundry.” So, for the process of teacher preparation the teacher educators are having more responsibility, since they are the instrument to produce and shape the teachers of all subjects at all levels. Such a teacher educator role, responsibility, skill, technique and self-efficacy plays vital role in teacher preparation. Most of them, made noble efforts for strengthening and enriching teacher preparation activities by enriching the curricula and program of teacher education courses in the changing scenario and also imbuing to education a distinct, characteristic of its own. They, in fact, were the cultivated minds and integrated personalities, inspired and infused by the high ideals of our great and ancient heritage, willing and ready to work in the service of the nation. That is why, the question who would teach at teacher education levels has always been a matter of major concern. Thus, the role of teacher educator in shaping in the future nation is very important.

Need and significance

In the present scenario, for past three decades the teacher education has undergone tremendous changes in the teacher preparation activities. Simultaneously various research activities have also been undertaken by scholars and teacher educators. Most of them concentrating on methods of teaching, use of ICT, correlates of achievement, few on curricular and evaluation techniques. After the emergence of NCTE, the mushroom growth of teacher training Institutions and its faculty members have increased considerably. Since majority of them are private and self-financed institution, there is a great concern about the faculty commitment in the teacher preparation activities. It motivated the researchers to do research upon the professional commitment and self-efficacy of the teacher educators in general. Hence the researchers believe the present study will be an eye opener for quality improvement.

Objectives of the Study

1. To study the professional commitment level of Teacher Educators.
2. To Study the self-efficacy level of Teacher Educators.

3. To study the significant difference, if any in the professional commitment of teacher educators among different sub-samples.
4. To study the significant difference, if any in the self-efficacy of teacher educators among different sub-samples.
5. To study the relationship between professional commitment and self-efficacy of teacher educators with regard to entire and different sub-sample.

Hypotheses

1. The professional commitment levels of teacher educators is average.
2. The self-efficacy level of teacher educators is moderate.
3. There is significant difference in the professional commitment level of teacher educators among the different sub-samples.
4. There is significant difference in the self-efficacy level of teacher educators among the different sub-samples.
5. There is significant relationship between professional commitment and self-efficacy of teacher educators with regard to entire and different sub-samples.

Methodology

Normative survey method has been adopted in the present investigation.

Sample

Simple random sampling technique was used in the selection of the sample of 500 teacher educators working in Cuddapha, Anantapur and Kurnool districts of Andrapradesh. It includes more than 54 Training colleges.

Tools Used

The Professional Commitment Scale (PCS-TE) was constructed and validated by the investigator. It consists of 40 statements with 3 dimensions. All the statements will be scored 3 to 1. 3 for always, 2 for sometimes and 1 for Never will be given. Thus, the scores range from 40 to 120.

The second tool was Self Efficacy Scale (SES-TE) was also constructed and validated by the Investigators. It consists of 50 statements. It is five-point scale. All the statements will be scored 5 to 1 wise 5 for Strongly Agree, 4 for Agree, 3 for Undecided, 2 for Disagree and 1 for Strongly Disagree.

For both tools the reliability and validity were established by the investigators

Statistical Analysis

For analysing the data, descriptive, differential and correlational analysis were used.

Analysis and Interpretation

The level of professional commitment and self-efficacy of teacher educators were analysed for the entire and sub sample wise. The interpretation of data is given in the following tables.

Differential Analysis

Table No.1

Professional commitment of teacher educators

SL. No	Sample	N	M	S. D
1.	Entire	500	108.434	8.595
2.	Male	331	107.76	7.395
3.	Female	169	109.40	10.990
4.	Below 40 years	313	107.89	7.833
5.	40yrs. and Above	187	109.03	6.763
6.	Arts	284	108.02	7.856
7.	Science	216	108.70	9.909
8.	Less than 5 years	246	108.43	9.865
9.	5 yrs. and above	254	108.17	7.662
10.	Urban	212	109.50	10.635
11.	Rural	288	107.44	7.046

From the table-1, it is evident that the Professional commitment of teacher educators is at high level for entire and various categories of sub samples. Among them urban teacher educators are having highest level of professional commitment and rural teacher educators are having lowest mean value. But all are more or less in the same level

Table 2
Self-Efficacy of Teacher Educators

SL. No	Sample	N	M	S. D
1.	Entire	500	206.38	24.397
2.	Male	331	205.70	24.661
3.	Female	169	206.63	26.285
4.	Below 40 years	313	203.39	25.265
5.	40yrs. and Above	187	210.42	19.543
6.	Arts	284	205.03	24.924
7.	Science	216	207.32	25.488
8.	Less than 5 years	246	209.90	19.828
9.	5 yrs. and above	254	202.25	29.097
10.	Urban	212	210.23	21.985
11.	Rural	288	202.92	26.895

From the table-2, it is evident that the Self -Efficacy of teacher educators is at high level for entire and various categories of sub samples. Among them 40 yrs. and above age group of teacher educators are having highest level of Self -Efficacy and 5 yrs. and above experience group of teacher educators are having lowest mean value. But all are more or less in the same level

Table No.3

Significant difference between Professional Commitment Scores of Teacher Educators

Category	Sub sample	N	M	S. D	't' value	Levels of significance
Gender	Male	331	107.76	7.395	1.98	S
	Female	169	109.40	10.990		
Age	Below 40 years	313	107.89	7.833	1.28	NS
	40 and above	187	109.03	6.763		

Educational Qualifications	Arts	284	108.02	7.856	0.82	NS
	Science	216	108.70	9.909		
Experience	Less than 5 years	246	108.43	9.865	0.32	NS
	5 and above	254	108.17	7.662		
Locality	Urban	212	109.50	10.635	2.45	S
	Rural	288	107.44	7.046		

From the table no. 3 It is observed that there exists significant difference in the level of Professional commitment of teacher educators, in the case of gender and locality variables whereas no significant difference exists in the case of age, education qualification and Experience group variables.

Table No.4

Significant difference between Self- Efficacy Scores of Teacher Educators

Category	Sub sample	N	M	S.D	't' value	Levels of significance
Gender	Male	331	205.70	24.661	0.38	NS
	Female	169	206.63	26.285		
Age	Below 40 years	313	203.39	25.265	3.18	S
	40 and above	187	210.42	19.543		
Educational Qualifications	Arts	284	205.03	24.924	1.00	NS
	Science	216	207.32	25.488		
Experience	Less than 5 years	246	209.90	19.828	3.44	S
	5 and above	254	202.25	29.097		
Locality	Urban	212	210.23	21.985	3.34	S
	Rural	288	202.92	26.895		

From the table no. 4 It is observed that there exists significant difference in the level of self -efficacy teacher educators, in the case of age, experience and locality group variables where as no significant difference exists in the case of gender and education qualification group variables.

Correlational Analysis

Table No.5

Relationship between Professional Commitment and Self-Efficacy Scores of Teacher Educators

Entire and Sub Samples

Sl. No	Sub Sample	N	'r' Value	Levels of significance
1.	Entire	500	.123*	S
2.	Gender	331	.124*	S
		169	.125**	S
3.	Age	313	.091	NS
		187	.161*	S
4.	Educational Qualifications	284	.094	NS
		216	.152*	S
5.	Experience	Less than 5 years	.184**	S
		5 and above	.082	NS
6.	Locality	Urban	.189**	S
		Rural	.046	NS
**Correlation is significant at the 0.01 level (2-tailed)				
*Correlation is significant at the 0.05 level (2-tailed)				

From the table No.5 it is inferred that there exists significant relationship between professional commitment and self-efficacy of teacher educators with regard to entire sample. In the case of sub samples male, female, 40 yrs. and above age group, science group, less than 5 yrs. experience and urban group of teacher educators are having significant relationship. others are not having significant relationship.

Findings of the study

- The Professional commitment of teacher educators are high level for entire and sub samples.

- The self-efficacy of teacher educators is high level for entire and sub samples.
- There is significant difference in the professional commitment of teacher educators with regard to gender and locality group of sub samples.
- There is significant difference in the self-efficacy of teacher educators with regard to age, experience and locality group of sub samples.
- There is significant relationship between professional commitment and self – efficacy of teacher educators with regard to entire and various categories of sub samples except below 40 yrs. age group, Arts group, Above 5 yrs. experience group and rural categories of sub samples.

Conclusion

The result of the above study revealed that teacher educators are having high level of professional commitment and self -efficacy. But there exists significant difference in the professional commitment of gender and locality of sub samples of teacher educators. In the case of self- efficacy age, experience and locality sub samples are having significant difference. The entire and almost all groups of sub samples are having significant positive relationship in the professional commitment and self-efficacy of teacher educators. Only very few groups of sub samples are not having significant relationship which may be get rid of my providing appropriate faculty development programmes to enhance their professional commitment and self-efficacy level.

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