

## Comparison of Professional Commitment of Teacher Educator of Panjab University Affiliated College on the basis of Caste Category

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### Abstract

The present study is designed to explore the Comparison of Professional Commitment of Teacher Educator of Panjab University Affiliated College on the basis of Caste Category as it is well said that the results of present study it can be inferred that caste category of a teacher in higher education is a predictor of his/her professional commitment. Although results of the present study are against the common belief that general caste category due to their social and economic prestige dominate the educational scene and are better teachers. It is also because caste system has been a classic characteristic of gender society from antiquity and predominate principle of social hierarchy which determines the attitude and life style of a caste group. The data were gathered through scale of professional commitment of teachers (Maheshwari 2002). A sample of three hundred twenty one teacher educator that consist two hundred seventy seven for general caste, sixteen from schedule caste and twenty eight from other backward class. Significance of mean difference of the sample group were applied for analysis of data.

### Introduction

Rusbult et al (1994) have suggested that the commitment level reflexes a long term orientation towards a relationship, including intent to persist and feeling of psychological attachment. Individuals become increasingly dependent on their relationships, becoming more and more mutually committed. Such a commitment depends on the following: (a) a satisfaction of high level; (b) poor quality of alternative and (c) high investment size.

Hazan and Shaver (1987), Reis and Patrik (1996) have found out that trust plays an important role in development of commitment in social relationships because it has three components. (a) Predictability; (b) dependability; and (c) faith. Early attachment experiences influence mental models of attachment, which in term shape later inclinations to trust in close relationships.

Hopper (2003) has listed the following common characteristics of a committed teacher: (i) she/he has a vision, which has been translated into mission statements related to school education; (ii) she/he manifests acquiescence in responding and then expresses willingness to respond and finally has immense satisfaction in responding in a positive manner to development of education; and (iii) she/he has formed a distinctive character through the process of internalizing many values cherished by her/him over the years in education".

Kumar (2008) conducted a study on 300 college teachers working in state aided and affiliated colleges of C.C.S. University. As per the findings of the study, following subgroups of teachers have been found to be the most homogeneous on professional commitment: male teachers, teachers belonging

to income group upto 20,000, teachers belonging to OBC category, teachers coming from rural community background, teachers belonging to natural sciences, having teaching experience upto 15 years.

Shishupal (2001) studied student teachers of B.Ed. classes with an intension to gauge their commitment to teaching profession and found that the teacher-trainees exhibited a fair degree of commitment to teaching profession. He also found that sex, age, father's occupation, community background and income group were not predictors of commitment. His study also revealed that cast categories have some influence in determining levels of commitment.

Maheshwari (2002) 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.

### **Need of the Study**

Teacher assumes a central and key position around which the whole of the teaching learning process revolves. Although it is true today that teaching is child centered, the fact remains that the motive force behind any educational endeavour is teacher. It is amazing to note that the present status of educational research suffers from a serious gap as regards to the area of professional commitment. In this research pointed out that the concept of commitment is attitudinal in nature. It reflects that how much closeness an individual feels with his organization, relationship or goals. He also pointed out that commitment contains the elements of volition. This depends upon a "varity of factor (both psychological and social) including the choices available", the nature and intensity of external elements, and the presence or absence of co-actors. From the propose study help to clarifying the caste factor regarding the professional commitment of teacher educator of Panjab University Affiliated Colleges.

### **Objectives**

To find the difference in the professional commitment of teachers with respectbelonging to general, scheduled caste and OBC category.

### **Hypothesis**

- (a) There will be no significant difference in the professional commitment of teacher educators belonging to general and SC caste.
- (b) There will be no significant difference in the professional commitment of teacher educators belonging to OBC and scheduled caste.
- (c) Therewill be no significant difference in the professional commitment of teacher educators belonging to general and OBC

caste.

## **Methodology**

### **SAMPLE**

The present study was conducted on a stratified random sample of 321 teacher educators belonging to General Caste = 277, Schedule Caste = 16 & OBC = 28 teaching in the colleges of education affiliated to the Panjab University Chandigarh.

### **TOOLS**

1. Scale of Professional Commitment of Teachers (Maheshwari, 2002).

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. In order to obtain reliable and valid data, a slightly modified version of Amrita Maheshwari's (2002) Scale of Professional Commitment of

Teachers. The test was administered twice on a group of 100 teachers at an interval of one month. 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 rater's ratings.

### **STATISTICAL TECHNIQUES USED**

1. t-ratio techniques

### **OPERATIONAL DEFINITION OF KEY TERMS**

#### **1. 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 inflecting a congruency between one's real and ideal jobs, and identification with one's chosen occupation and reluctance to seek alternative employment (Maheshwari, 2002).

### **Result and Discussion**

#### **COMPARISON OF PROFESSIONAL COMMITMENT OF GENERAL, SCHEDULED CASTE AND OBC TEACHER EDUCATORS**

Teacher educators belonging to general, scheduled caste and OBC category were compared on their professional commitment with the help of t-test, the results of which have been given in table 1.

**Table 1**

**Summary of t-statistics in respect of professional commitment of general, scheduled caste and OBC teacher educators**

Vr. No.	Variable	Group	N	Mean	SD	df	t-ratio
1.	Caste Differences	General (I)	277	99.72	9.00	Gr I & II 291	2.55*
		S/C (II)	16	105.56	6.63	Gr II & III 42	2.05*
		OBC (III)	28	101.32	6.54	Gr I & III 303	0.916

Results of table 1 disclosed that out of three, two t-values were found to be significant at .05 level. There was significant difference in the professional commitment of teacher educators belonging to general and scheduled caste category due to significant t-value at .05 level ( $t = 2.55$ ). Similarly there was significant difference in the professional commitment of teacher educators belonging to scheduled caste and OBC category due to significant t-value at .05 level ( $t = 2.05$ ). From there mean score it was found that professional commitment of scheduled caste teacher educators were high (mean = 105.56) followed by OBC category of teacher educators (mean = 101.32) and general category of teacher educators (mean = 99.72). In other words as per the results of the present study caste difference proved to be significant factor in the professional commitment of teacher educators in the colleges of education.

Thus from the results of present study it can be inferred that caste category of a teacher in higher education is a predictor of his/her professional commitment. Although results of the present study are against the common belief that general caste category due to their social and economic prestige dominate the educational scene and are better teachers. It is also because caste system has been a classic characteristics of gender society from antiquity and predominate principle of social hierarchy which determines the attitude and life style of a caste group.

Now probable reasons for the higher professional commitment of teacher educators belonging to scheduled caste category may be due to the fact that reserved category people are more aspirant, are professionally more secure due to easily availability of jobs, but very few of them can reach upto the highest level due to conditions of the job and that is why there is more attachment to the job. They always put their continuous efforts to reach to the higher level of their job and even do not miss any opportunity what so ever comes in their way. There is an urge among them to be recognized specially in their community for that reasons they want to be involved to the maximum level, which ultimately leads to more experience, more learning and hence more professional commitment. Therefore hypothesis there will be no significant difference in the professional commitment of teacher educators belonging to general and SC caste was not accepted. There will be no significant difference in the professional commitment of teacher educators belonging to OBC and

scheduled caste was not accepted. There will be no significant difference in the professional commitment of teacher educators belonging to general and OBC caste was accepted.

Results of present study are not similar to the results of Maheshwari (2002) and Kumar (2008).

### **Findings & Conclusion**

There is significant difference in the professional commitment of teacher educator belonging to general and scheduled caste category and also teacher educator belonging to scheduled caste and OBC category but no significant differences is obtained in the professional commitment of teacher educators belonging to general and OBC category. So, there will be no significant difference in the professional commitment of teacher educators belonging to general and SC caste and OBC and scheduled caste was not accepted and there will be no significant difference in the professional commitment of teacher educators belonging to general and OBC caste was accepted.

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