

PalArch's Journal of Archaeology of Egypt / Egyptology

PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS IN COLLEGES OF EDUCATION IN JAMMU DISTRICT (J&K)

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Mr. RAMZAN ALI, Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K)-Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6), ISSN 1567-214x

ABSTRACT

The major purpose of this research was to understand the professional commitment among teacher educators teaching in the colleges of education in Jammu district of union territory of J&K. The data were collected from 110 teacher educators consisting sex-wise, locality-wise, qualification-wise, NET non-NET-wise, maritalstatus-wise. The random sampling technique was used data. In the present study, Professional Commitment scale for teacher educators (PCSTE) prepared by Dr. Vishal Sood (2011).The tool used was a standardized tool and the collected data were subjected to Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and Correlation. The results of the study indicate that, The Female teacher educators teaching in colleges of education of Jammu district are better than the Male teacher educators. The M.Phil., Ph.D. teacher educators teaching in colleges of education of Jammu district are better as compared to teacher educators who have only post-graduation degree.The Urban teacher educators teaching in colleges of education of Jammu district are better as compared to teacher educators of Rural area.The Unmarried teacher educators teaching in colleges of education of Jammu district are better than the married teacher educators.The Net Qualified teacher educators teaching in colleges of education of Jammu district are better than the Non NET qualified Teacher Educators.

Key Words: *professional commitment, teacher educators, colleges of education, sex, qualification, marital status, locality*

INTRODUCTION

The National policy on education, 1986 has rightly stated, "In the context of the unprecedented explosion of knowledge higher education has to become dynamic as never before constantly entering uncharted areas." It contributes to national development through dissemination of specialized knowledge and

skills. Being at the apex of educational pyramid, it has also a key role in producing teachers for the educational system and for maintaining the various departments and organizations. Since the teacher is the pivot of the entire educational system and he is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need to be made for motivating teachers to become innovative and creative. In the past days people believed that good teachers is born. But now in modern period this notion among the people has already been changed. It means now they agree with the statement that, "Teachers are made not born" and for this teaching is regarded as profession and teachers are professional. Teaching as a profession is different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. For enabling them to play their roles effectively, a sound professional training is needed for them. The cause is that continuous, planned and systematic training and continuous education equips the teachers with adequate knowledge and skills to perform their professional functions. So, Professional training of teachers occupies a significant role in the modern educational theory and practices. Professional training of a teacher implies his/her mastery in knowledge of the subject, in pedagogy and teaching techniques, in his/her love and dedication for his/her best to the world of learning and to the society and above all to develop the ability to carry the whole world along with it and march ahead to the future. This professional preparation of teachers is known as teacher education program. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Pre-service teacher education program is meant for preparing fresher for the teaching profession. The areas of concern for pre-service teacher education program decided by the respective Board of Studies of various universities and Boards of Secondary Education, Consequently the curriculum design for teacher education program differs from university to university. The in-service teacher education program is meant for teachers in-service for their professional growth and development so that they will be able to discharge their duties and responsibilities more effectively. Teacher education is no longer a training process but an education strategy for enabling teachers not only to teach successfully, but also to inspire and infuse the students with commitment and concern for their well-being. Although the objectives of teacher education vary from one stage to another, the general aims of teacher education is to prepare right kind of teachers with adequate consciousness and concern for the society and individuals under his responsibility. Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Thus teacher education seeks to prepare good teachers providing them with a sound foundation of the theoretical knowledge, understanding, skills, attitudes and interest for effective teaching and to inculcate in the trainees the desired ideals and behavioral patterns of the society in which we live. It aims to develop certain attitudes, values and interests in conformity with ideals of democracies, socialism and secularism. NCTE (1998) has pointed out that teacher programs shall focus on competencies and commitment in

much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioral challenges in pupils under their charge. A sound program for professional education of teachers is essential for the qualitative improvement of education. To improve the quality of teacher education, we should not only see what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place of this pious task of preparing future teachers. It is of vital importance that teacher educators internalize their changing roles and make them ready for this change. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But teacher educators can play such type of role effectively only if they are committed to their profession. Commitment on the part of teacher educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession.

TEACHER EDUCATORS

A teacher educator (also called a teacher trainer) is a person who helps other people to acquire the knowledge, competencies and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher; often each specializes in teaching about a different aspect of teaching such as educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching method. In some traditions, the term 'teacher trainer' may be used instead of 'teacher education'. teacher educator may be narrowly defined as a higher education professional whose principle activity is the preparation of beginning teachers in universities and other institutions of teacher education, such as teacher colleges. A broader definition might include any professional whose work contributes in some way to the initial education or the continuing professional development of school and other teachers. Teacher educators includes: Staff engaged in the pre-service training of teachers, Trainers who provide training and development workshops and programs for teachers, Trainers who provide the online training and development of in-service teachers, Teachers who supervise and mentor the practice of other teachers or trainee teachers, Material developers, Educational researchers, Managers and school leaders who are responsible for the training and development of teachers.

PROFESSIONAL COMMITMENT

Professional commitment is the spirit of a teacher with which he is bound to his profession characterized by consistency, professional loyalty, professional competencies and conformity to professional standards and ethics. The teaching profession requires commitment. An effective educator needs to be committed not only to their students, but to their teaching profession as a whole. This means abiding by the rules and regulations, embracing the principles of the teaching profession, as well as the requirements. According to research, professional commitment is an attitude that something has toward her job. It's her point of view and her active participation for the profession.

Teacher commitment helps to differentiate those who are devoted to their profession and those who are not. The individuals who are committed not only to their students and to their school but also lifelong learners who are committed to the teaching profession.

PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS

Professional commitment of teacher educators refers to dedication, promise or pledge to behave and act according to certain established and well-accepted rules and norms, concerning mainly with student-teachers, society, profession, quest to achieve excellence and basic human values. It is the pre-requisite for effective performance in teacher training situations along with various professional competencies required from teacher educators.

REVIEW OF RELATED RESEARCH LITERATURE

Maheshwari (2003) there exist no significant difference in professional commitment of male and female teacher educators. She conducted study on professional commitment of teacher and concluded that overall professional commitment level among teachers, were found moderate & professional commitment does not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment. **Bogler&Somech (2004)** examined the distinctive relationship of teachers' professional and organizational commitment with participation in decision making and with organizational citizenship behavior. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers." **Kohli (2005)** rightly remarked that teacher educators were moderately committed; no significant difference was found between male and female teacher educators with respect to professional commitment as a whole; different dimensions of professional commitment of teacher educators were positively and significantly correlated; no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators. **Choudhury (2007)** indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seems to have any bearing on relationship between professional awareness and job satisfaction. **Shukla (2009)** demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. **Vishal Sood and ArtiAnand(2010)** conducted a study on Professional Commitment among B.Ed. Teacher Educators of Himachal Pradesh. The major objective of the investigation were to study the professional commitment among B.Ed. teacher educators, to study the gender wise and experience wise difference in the professional commitment of B.Ed. teacher educators and to study the difference in the professional commitment of married and unmarried B.Ed. teacher educators and NET qualified and non – NET qualified B.Ed. teacher educators. The major findings of the study was that the professional commitment of B.Ed. teacher educators was moderate and factors like gender, marital status and teaching experience had an impact on the

professional commitment. Also the professional commitment of NET qualified and non- NET qualified teacher educators was more or less the same. **Sharma (2010)** studied professional commitment of teacher educators in relation to their emotional intelligence, job satisfaction and organizational climate. The study was aimed at determining relationship between organizational climate and professional commitment. The other major objective of the study was to find out relationship between emotional intelligence and professional commitment. Results showed a significant and positive relationship between emotional intelligence and professional commitment. Organizational climate along with all the dimensions were found to be positively and significantly correlated with professional commitment. There was no significant relationship between professional commitment and socio-economic status. Male and female teacher educators were found to have similar level of professional commitment. There was no significant difference in the professional commitment of urban and rural teacher educators. **Shalu Goyal (2012)** in a research on Professional commitment among B.Ed. teacher educators, by purposive sampling of 50 teacher educators of five B.Ed. colleges of Patiala district in Punjab employed scale for professional commitment of teacher educators by Kanchan Kohli. The studies revealed the level of professional commitment of B.Ed. teacher educators in Punjab is high. The significant differences were found in the professional commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification. **Ajay kumar (2012)** has conducted a study of professional commitment in relation to thinking style, job values and teachers effectiveness of teachers working in teacher training institutions of Haryana. The random sampling technique has been utilized to select a sample of 350 teacher educators working in M.Ed., / B.Ed., colleges and DIET of Haryana. The study revealed that teachers working in Self finance teacher educators have got more committed than that of the teachers working in Government/ Government -aided. Further the study reveals that there is no significant correlation exists between the Professional Commitment and Job Values of the teachers working in teacher training institutions. **Gupta and Jain (2013)** studied professional commitment among teacher educators and found that there exist no difference in professional commitment of teacher educators with respect to locale and gender; but showed significant difference on the basis of academic qualification. **Neenasalaria (2013)** conducted research on the professional commitment of teacher educators serving in various private B.Ed. colleges with respect to married and unmarried teacher educators as well as married and unmarried teacher educators in the male and female group and found a significant difference of professional commitment of married and unmarried teacher educators as well as in the married and unmarried teacher educators in the male and female group. **Dhamane (2013)** there exist no significant difference in professional commitment of government and Self-financing college teacher educators. But in means self-financing institutes teacher educators are showing more commitment in compare to govt. -aided. The outcome indicated that self-financing institutes' teachers are showing more commitment towards their profession in comparisons to govt.-aided. **Arjunan. And Balamurugan (2013)** conducted a research on Professional commitment

of teachers working in Tribal area schools, 121 samples of school teachers working at secondary and higher secondary levels in Holli hills and Slithery Hills used Professional commitment scale by RavinderKaur(2011).The research concluded that maximum number of teachers have acquired average and low level of professional commitment. The male and female teachers have same level of professional commitment.**Gajjar (2014)** studied the professional work commitment of teacher trainees of B. Ed. College and found that professional work commitment level of teacher educators did not differ significantly in relation to gender, habitat and educational background Whereas professional work commitment level of teacher educators differed significantly in relation to academic qualification.**D. Plasilda and Dr. Muthupandi (2015)** in the research study on Professional commitment among higher Secondary school Teachers .The sample consists of 665 male and female teachers working in rural and urban areas of five districts in Tamil Nadu. The investigator used the Professional commitment tool developed by A. Punitha Mary and A. Amal Raj. The findings revealed that more than 50% of higher secondary teachers have a moderate level of professional commitment.**Madhu Gupta and InduNain(2015)** conducted an exploratory study of professional commitment among teacher educators working in B.Ed. colleges and the findings revealed a significant difference in professional commitment with all its dimensions among teacher educators working in government/government aided and self-financing B.Ed. colleges. The professional commitment with the dimensions among teacher educators belonging to science and arts streams found to be significantly different.**NimishaBeri and AnoopBeri (2016)** explore the professional commitment among teacher educators in relation to their work motivation and found that teacher educators are lying at the average/moderate level of professional commitment.**NCTE (1998)** emphasized the need for quality teacher education in terms of competency based and commitment oriented teacher education. It is presumed that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession. . A normative view of commitment puts commitment as value-based and normative evaluation of organization related behaviors. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, the student characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure and communication, the learning aspects such as involvement and success and the class room phenomena such as environment/climate and organization/management. If the teachers take care of these factors, they can enhance their commitment level to the optimum. The professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities. It was suggested that no single technique or method should be used for their appraisal; rather a combination of student's ratings, administrator and peer ratings systematic observations and performance tests should be employed for evaluating teacher educators functioning.**SujathaSasikumar (2017)** the investigator has

attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Gender, Location of the Institution, Major subject and marital status. **Ram Singh (2018)** conducted study on professional commitment of teacher educators serving in private B.Ed. colleges of district Kathu, J&K. The objectives of this study was to study difference in professional commitment of married and unmarried B.Ed. teacher educators and to study differences in professional commitment of married and unmarried B.Ed. teacher educators in the male and female group respectively. The result of the study revealed that the married teacher educators showed higher professional commitment than unmarried teacher educators. Similar results were found between married and unmarried teacher educators in the male and female groups. **Dr. Rekha Rani (2019)** conducted research on the professional commitment among teacher educators. The objectives of that study was to study professional commitment among teacher educators and to compare professional commitment among teacher educators with respect to their gender and the type of the institution. The findings of the study revealed that teacher educators of B.Ed. colleges were having high level of professional commitment and no significant difference was found in professional commitment of teacher educators with respect to their gender and type of the institution.

STATEMENT OF THE PROBLEM

“PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS IN COLLEGES OF EDUCATION IN JAMMU DISTRICT (J&K)”

METHODOLOGY

POPULATION

The population of my study was the teacher educators teaching in various colleges of education of district Jammu.

SAMPLING

The sample of the present study was 110 teacher educators out of the population teaching in colleges of education of Jammu District.

TOOL USED

In the present study, Professional Commitment scale for teacher educators (PCSTE) prepared by Dr. Vishal Sood (2011) for teacher educators were used to collect the data for the study. The main purpose of the present scale is to measure and assess commitment level of teacher educators towards their profession

ADMINISTRATION OF THE TOOL

The investigator personally visits various colleges of education of Jammu district for the collection of data. The phase wise detail of the present research work is as under:

Phase 1: In the first phase, the investigator selected 120 teacher educators undergoing B.Ed. course in various colleges of the Jammu district. Then the “Professional Commitment Scale”, was administered to them to get their views regarding their profession.

Phase 2: In the next phase, the data obtained was scored personally with the help of scoring key and there after a master list of scores was prepared for further analysis.

Phase 3: In the last phase, the scores were tabulated and used for calculation of Mean, Standard Deviation and Critical ratio values for further interpretation and results.

Statistical Techniques Employed

In statistical techniques the Mean, Standard deviation and C.R values were calculated to compare the Professional commitment of teacher educators with respect to their gender, qualification, residence, Marital Status, NET and Non NET teacher educators.

OBJECTIVES OF THE STUDY

- 1) To study significance difference regarding the professional commitment of teacher educators teaching in the colleges of education in district Jammu on sex-wise.
- 2) To study significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on qualification-wise.
- 3) To study significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on locality-wise.
- 4) To study significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on marital status-wise.
- 5) To study significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on National Eligibility Test- wise.

HYPOTHESES

- 1) There is no significance difference regarding the professional commitment of teacher educators teaching in the colleges of education in district Jammu on sex-wise.
- 2) There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on qualification-wise.
- 3) There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on locality-wise.
- 4) There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on marital status-wise.
- 5) There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on National Eligibility Test-wise.

DELIMITATIONS OF THE STUDY

- 1) The study was restricted to Jammu district.
- 2) The study was restricted to teacher educators teaching in the colleges of education.
- 3) The study was restricted to Sex-wise, qualification-wise, Locality-wise, Marital status-wise and national eligibility test-wise of teacher educators.
- 4) The study was restricted to 110 teacher educators.

DEFINITIONS OF THE TERMS USED IN THE STUDY

- **Professional commitment:** It refers to the commitment and competencies of teachers towards their teaching profession which is essential for the qualitative improvement of education. It is of prime importance for effective implementations of teacher education, curriculum, brings out a transformation in teacher preparation strategies and develops behavioral changes in pupils.
- **Teacher Educators:** In the present study, the teachers serving in colleges of education are teacher educators. They are considered as teachers of future teachers.
- **Marital status:** Married and Unmarried teacher educators.

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

TABLE-1
SHOWING PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS TEACHING IN COLLEGES OF EDUCATION OF JAMMU DISTRICT ON SEX-WISE

S.NO	SEX	No	Mean	SD	SEM	SEDM	CR
1	Male	10	267.7	50.18	15.87	16.13	1.26
2	Female	100	288.1	29.29	2.92		

Level of Significance 0.05=1.96

From the table no. 1 above, it has shown that the average/mean value of Female teacher educators, teaching in colleges of education of Jammu district are better than the Male teacher educators. Moreover the calculated C.R value is 1.26 which is less than the table value at the level of significance at 0.05 i.e. 1.96. therefore the set null hypothesis "There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on Sex-wise." Is rejected and the research hypothesis is accepted. Therefore the professional commitment of female Teacher Educators is better than the male teacher educator

TABLE-2
SHOWING PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS TEACHING IN COLLEGES OF EDUCATION OF JAMMU DISTRICT ON QUALIFICATION-WISE

S.NO	Qualification	No	Mean	SD	SEM	SEDM	CR
1	PG	90	283.38	32.01	3.37	7.63	2.11
2	M.Phil, Ph.D	20	299.5	30.6	6.84		

Level of Significance 0.05=1.96

From the table no. 2 above, it has shown that the average/mean value of M.Phil., Ph.D. teacher educators teaching in colleges of education of Jammu

district are better as compared to teacher educators who have only post-graduation degree. Moreover the calculated C.R value is 2.11 which is greater than the table value at the level of significance at 0.05 i.e. 1.96. therefore the set null hypothesis “There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on Qualification-wise.” Is accepted and the research hypothesis is rejected. Therefore the professional commitment of the M.Phil Ph.D. Teacher Educators is better than the post graduate teacher educators.

TABLE-3
SHOWING PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS
TEACHING IN COLLEGES OF EDUCATION OF JAMMU DISTRICT ON
LOCALITY-WISE

S.NO	Locality	No	Mean	SD	SEM	SEDM	CR
1	Rural	40	283.5	30.51	4.82	6.24	0.70
2	Urban	70	287.92	33.32	3.98		

Level of Significance 0.05=1.96

From the table no. 3 above, it has shown that the average/mean value of Urban teacher educators teaching in colleges of education of Jammu district are better as compared to teacher educators of Rural area. Moreover the calculated C.R value is 0.70 which is less than the table value at the level of significance at 0.05 i.e. 1.96. therefore the set null hypothesis “There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on Locality-wise.” Is rejected and the research hypothesis is accepted. Therefore the professional commitment of Teacher Educators, of Urban area are better than the teacher educators of rural area.

TABLE-4
SHOWING PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS
TEACHING IN COLLEGES OF EDUCATION OF JAMMU DISTRICT ON MARITAL
STATUS-WISE

S.NO	Marital Status	No	Mean	SD	SEM	SEDM	CR
1	Married	85	285.55	31.98	3.46	7.53	0.44
2	Unmarried	25	288.9	33.42	6.68		

Level of Significance 0.05=1.96

From the table no. 4 above, it has shown that the average/mean value, of Unmarried teacher educators, teaching in colleges of education of Jammu district, are better than the married teacher educators. Moreover the calculated C.R value is 0.44 which is less than the table value at the level of significance at 0.05 i.e. 1.96. therefore the set null hypothesis “There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on marital status-wise.” Is rejected and the research hypothesis is accepted. Therefore the professional commitment of unmarried Teacher Educators, are better than the married teacher educators.

TABLE-5
SHOWING PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS
TEACHING IN COLLEGES OF EDUCATION OF JAMMU DISTRICT ON NATIONAL
ELIGIBILITY TEST-WISE

S.NO	National eligibility test-wise	No	Mean	SD	SEM	SEDM	CR
	NET	30	286.5	34.79	6.35	7.26	0.03
	Non NET	80	286.25	31.41	3.51		

Level of Significance 0.05=1.96

From the table no. 5 above, it has shown that the average/mean value of Net Qualified teacher educators teaching in colleges of education of Jammu district are better than the Non NET qualified Teacher Educators. Moreover the calculated C.R value is 0.03 which is less than the table value at the level of significance at 0.05 i.e. 1.96. therefore the set null hypothesis "There is no significance difference regarding the Professional Commitment of teacher educators teaching in the colleges of education in district Jammu on national eligibility test-wise." Is rejected and the research hypothesis is accepted. Therefore the professional commitment of NET qualified Teacher Educators, are better than the non-NET qualified Teacher Educators.

CONCLUSION

- The Female teacher educators teaching in colleges of education of Jammu district are better than the Male teacher educators.
- The M.Phil., Ph.D. teacher educators teaching in colleges of education of Jammu district are better as compared to teacher educators who have only post-graduation degree.
- The Urban teacher educators teaching in colleges of education of Jammu district are better as compared to teacher educators of rural area.
- The Unmarried teacher educators teaching in colleges of education of Jammu district are better than the married teacher educators.
- The NET Qualified teacher educators teaching in colleges of education of Jammu district are better than the Non-NET Teacher Educators.

EDUCATIONAL IMPLICATIONS

- There is a need to enhance the professional commitment level of B.Ed. teacher educators so that they can give their optimum to the teacher trainees.
- There should be healthy academic environment in the training colleges so that the students may feel satisfied and comfortable.
- The Teacher training institutions should give the opportunity to Teacher Educators to attend orientation program, refresher courses, workshops etc. organized by various agencies. This will help in updating their knowledge, skills and competencies and ultimately it will enhance commitment towards their profession.
- Healthy academic environment, more salaries and other facilities might enhance commitment and satisfaction among teacher educators.
- The role of teacher educators is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in-service and orientation education.

SUGGESTIONS FOR FURTHER RESEARCH

- “A study of professional commitment of college teachers” can be undertaken in other educational institutions.
- “A comparative study of college and university teachers on professional commitment” can bring different results.
- “Professional commitment and job satisfaction among the teachers serving in various government and private colleges of J&K State” can be studied on extensive basis.
- “Professional commitment among the teachers teaching UG classes and Post graduate classes” can be undertaken.
- “A study of professional commitment of teachers of Elementary, Secondary and higher secondary schools of Jammu province” can be conducted.
- Professional commitment of teachers serving in professional colleges can be undertaken.

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