

Professional Commitment Among Prospective Teachers: A Preparedness of Integrated Teacher Education Programme for a Developed Nation

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| Trupti Subhrajyoti¹ | Amulya Kumar Acharya² |

^{1,2} Department of Education,
Fakir Mohan University,
Balasore, Odisha, India



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ABSTRACT

Teacher education has taken the responsibility to prepare 21st century fit teachers grounded in Indian values, languages and traditions as well as an updated package of advanced technological, pedagogical masterpiece where Professional commitment of prospective teachers is a crucial factor in the effectiveness of Integrated Teacher Education Programs (ITEP), particularly in the context of developing nation. Therefore, the researcher of the present study has tried to assess the professional commitment of the prospective teachers of this course and gauge the way forward for a developed nation. Researcher selected 50 final year prospective teachers from ITEP purposefully and resulted after suitable data collection techniques that professional commitment varied in case of gender dynamics and commitment to profession and commitment to society were difficult for female teacher trainees of ITEP. As nation strive for educational advancement, professional commitment in teacher education programs will prepare prospective teachers not only to meet the demands of their roles but also to contribute positively to the broader educational ecosystem. This preparedness is vital for fostering a skilled workforce capable of driving societal progress and achieving sustainable development goals.

KEYWORDS

Professional commitment; prospective teachers; Integrated Teacher Education Programs

INTRODUCTION

“The achievement of your goal is assured the moment you commit yourself to it” -Mack R.Douglas

Teacher education has taken the responsibility to prepare 21st century fit teachers grounded in Indian values, languages and traditions as well as an updated package of advanced technological, pedagogical masterpiece (NEP,2020 Pp. 42). Emphasizing both traditional values and modern advancements, though now teacher education is focusing on producing effective teachers capable of meeting the diverse needs of students in today's society but, declining popularity of teaching job (Doghonadze et al, 2024) among young people (Saks et al, 2016) might be influencing a teacher's readiness to invest in their role. Moreover, it affects the Professional commitment of a teacher in terms of dedication, ethical conduct and a passionate teaching (Sunitha & Kalaivani, 2023).

According to Singh (2024) “unless a high degree of professional qualities and commitment are inculcated in the teacher’s personality, the training program would remain incomplete”. Therefore, it is essential not only to address the factors contributing to the declining popularity of teaching as a profession in order to attract and retain dedicated

educators who are committed to meeting the diverse needs of students in today's society but also efforts should be made to enhance the professional development opportunities available to our prospective teachers during their training period and equip them with the necessary skills and knowledge to excel in their roles. As by 2030, teacher engagement will be primarily through Integrated Teacher education Programme (ITEP), making it the minimal degree qualification for school teachers (Para 15.5, NEP 2020), the researchers of the present study has willingly taken the effort to assess the commitment of the prospective teachers of this course towards their aspiring Profession and tried to gauge the way forward for a developed nation as envisioned by the National Education Policy of 2020

Table 1. Significant dimensions under Professional Commitment

Sl. No.	Dimensions of Professional Commitment	Strategies	Relevance
1.	Commitment to learner	<ul style="list-style-type: none"> • Foster a supportive and engaging learning environment. • Adapt teaching methods to meet diverse learner needs. • Encourage student participation and motivation, recognizing that their success is paramount to the educational process. 	A strong commitment to learners correlates with improved student engagement and educational outcomes, as motivated teachers are more likely to be proactive and innovative in their teaching approaches (Sunitha & Kalaivani, 2023; Mahajan & Kauts, 2022)
2.	Commitment to Society	<ul style="list-style-type: none"> • Instilling a sense of civic responsibility in students. • Engaging with the community to address social issues through education. • Promoting inclusivity and respect for diversity within the classroom 	This societal commitment ensures that education serves not only individual learners but also contributes positively to the broader community (Chibb & Mattoo, 2022; Mahajan & Kauts, 2022)
3.	Commitment to Profession	<ul style="list-style-type: none"> • Upholding ethical standards and professional conduct. • Engaging in continuous professional development to enhance teaching skills. • Collaborating with peers to improve educational practices. 	A strong commitment to the profession is linked with higher job satisfaction and lower levels of burnout, which are essential for long-term career sustainability (Ma, 2022; Sunitha & Kalaivani, 2023)
4.	Commitment to Achieve Excellence	<ul style="list-style-type: none"> • Setting high standards for personal performance and student achievement. • Utilizing evidence-based practices and innovative strategies in instruction. • Reflecting on teaching experiences to foster continuous improvement. 	Teachers who are committed to excellence often inspire their students to reach their full potential, thereby enhancing overall educational quality. (Sunitha & Kalaivani, 2023; Mahajan & Kauts, 2022)
5.	Commitment to Basic Values	<ul style="list-style-type: none"> • Model ethical behaviour in all interactions with students, parents, and colleagues. • Promote moral values within the classroom setting. • Ensure equitable treatment of all students, fostering an 	Commitment to basic values involves adherence to fundamental ethical principles such as integrity, respect, and fairness. Such commitment is critical for developing a positive school culture

	environment of trust and respect.	and nurturing responsible citizens (Ma, 2022; Jena & Indu, 2023)
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Objective of the Study

1. To find out the professional commitment between male and female Prospective teachers enrolled in ITEP.
2. To study the professional commitment between male and female Prospective teachers of ITEP in terms of Commitment to learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Values.

Hypothesis

1. There is no significant difference between professional commitment of male and female Prospective teachers.
2. There is no significant difference between professional commitment of male and female Prospective teachers in terms of Commitment to learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Values.

RESEARCH METHODS

Researcher conducted a descriptive survey to collect data from the Prospective teachers currently enrolled in 4 yrs Integrated Teacher Education programme (ITEP) and selected 50 final year Prospective teachers purposefully to gather responses through a researcher made tool ‘Professional Commitment Scale for Prospective teachers’. This tool is having 42 statements constructed upon the five domains of Professional Commitment (Commitment to learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Values) with reliability score (Cronbach's Alpha= 0.956)..

RESULTS AND DISCUSSION

Professional commitment between male and female Prospective teachers enrolled in ITEP

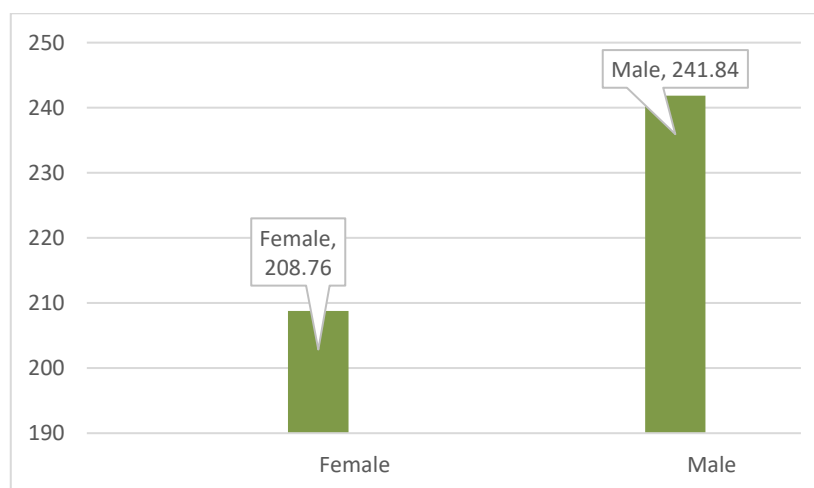


Figure. 1 Professional commitment between male and female Prospective teachers enrolled in ITEP

The figure 1 resulted that male prospective trainee teachers (mean=241.84) had high professional commitment than their counterparts (mean=208.76) as the t-value 3.84 is greater than the sig. value at 0.05 level of significance by rejecting the null hypothesis. Difficult work life balance for female trainees (Pikić Jugović et al.,2022; Abonyi et al., 2021), ‘teaching as a women’s profession’- a societal perception works as demotivating factor (Pikić Jugović et al.,2022), Task demand and social utility value of teaching might be rated higher by female pre-service teachers etc. might be the significant factor affecting the professional commitment of female prospective trainee teachers (Pikić Jugović et al.,2022). As, prospective trainee teachers joined ITEP just after finishing their higher secondary level of schooling where large number of mistakes, errors and inaccuracies in making right career decision is often happened, that perspective shouldn’t be neglected by the intellectual pool.

Professional commitment between male and female Prospective teachers of ITEP in terms of Commitment to learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Values



Figure. 2 Professional commitment between male and female Prospective teachers enrolled in ITEP in terms of five dimensions

Dave (1998) identified five commitment areas for teachers (Chibb & Mattoo, 2022) where, commitment to learner, commitment to society, Commitment to the profession, Commitment to achieve excellence and Commitment to the basic human values revealed as significant dimensions to measure the overall professional commitment of a teacher. therefore, it is needed to prepare our present-day teacher trainees particularly in these areas to perform as an efficient teacher in their future. From the above figure 2, the result depicted that the mean of male trainee teachers in the area of commitment to learner was found to be 52.5 and female trainee teachers was 50.04. The t-value for gender difference was 1.24 which is not significant. It shows that there is no significant gender difference in the area of commitment to the learner. The mean of male trainee teachers in the area of commitment to society was found to be 52.16 and female were 39.76. The t-value for gender difference was 4.79 which is significant. It means there is **significant gender difference in the area of commitment to the society** where male committed more towards society than female trainee teachers. The mean of male trainee teachers in the area of commitment to profession was found to be 50.36 and of female trainee teachers was 44.16. The t-value for gender difference was 2.41 which is significant at 0.05 level of significance. It shows that there is highly

significant difference between male and female trainee teachers in the area of commitment to the profession. It means that male have significantly higher level of commitment to profession than female trainee teachers. The mean of male trainee teachers in the area of commitment to achieve excellence was found to be 43.32 and of female trainee teachers was 36.92. The mean of male in the area of commitment to basic values was found to be 42.36 and of female were 39.64. It clearly indicated that male and female trainee teachers were at same level of commitment towards achieve excellence and basic values.

CONCLUSION

Professional commitment of prospective teachers is a crucial factor in the effectiveness of Integrated Teacher Education Programs (ITEP), particularly in the context of developing nations. Prospective teachers who exhibit high levels of professional commitment are more likely to engage deeply with their students, fostering positive relationships that contribute to student success. This commitment also translates into a dedication to societal needs, ensuring that education is relevant and responsive to community challenges. Furthermore, a robust commitment to the profession cultivates a sense of identity and pride among educators, which is essential for attracting and retaining quality teachers. The findings of the present study just indicated that professional commitment varied in case of gender dynamics and commitment to profession and commitment to society were difficult for female teacher trainees of ITEP. As nation strive for educational advancement, professional commitment in teacher education programs will prepare prospective teachers not only to meet the demands of their roles but also to contribute positively to the broader educational ecosystem. This preparedness is vital for fostering a skilled workforce capable of driving societal progress and achieving sustainable development goals.

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