

# A STUDY ON PROFESSIONAL COMMITMENT AND TEACHING COMPETENCY OF PROSPECTIVE TEACHERS

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## ABSTRACT

*The present paper is designed to investigate the level of professional commitment and teaching competency in relation to age in the prospective teachers of the colleges of education in Tamil Nadu. The survey method was adopted to investigate the level of professional commitment and teaching competency of the prospective teachers. The tools namely, the Professional commitment scale and the Teaching competency scale of prospective teachers were constructed and administered to 1009 prospective teachers from 20 colleges of education. The findings reveal that prospective teachers have a moderate level of professional commitment and teaching competency. The findings reveal that the prospective teachers belonging to the age group of below and above 25 years have an average level of professional commitment and teaching competency in all its dimensions. The findings prove that professional commitment and teaching competency are significantly related to each other.*

**Keywords:** Professional commitment, Teaching competency, Prospective teachers.

## Introduction

The 21st century is characterized by a knowledge explosion and where the knowledge economy rules the world, the place of quality education at all levels cannot be over-emphasized and teachers are considered to be the most difficult resources. In order to prepare students with sufficient knowledge, attitude, and skills to face the rapidly changing world as well as to fulfill the aspiration of nation building and create an enlightened society, the relevance of teachers, their qualities, competency, commitment, morale, attitude and the school environment in which learning takes place are always significant. The national commission on teachers, (1983-85) recognizes that the quality of education and its products cannot rise above the quality of teachers.

## Professional Commitment

Chapman (1982), described that commitment of teachers is the degree of psychological attachment to their profession. Meyer and Allen (1997), stated teacher commitment is a psychological position that displays a teacher's relationship with the profession and has a strong influence on the decision to remain a part of that

profession. Teacher commitment helps to differentiate between those teachers, who are devoted and take the profession very seriously and who prefer their own interests. Nias (1989), commitment has been discussed in four parts: commitment to school or organization, students, career continuance, and teaching. Professional commitment is a motivating force in the profession.

## Teaching competency

Competency is an important factor for the effective performance of any task. According to Shukla, S. (2014), teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, and pace of the lesson, reinforcement, understanding child psychology,

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recognizing behavior, classroom management and giving the assignment. Competency development must be a continuous process in the organization. According to Venkataiah (2000), teaching competency is any single knowledge, skill, or professional experience that a teacher may be said to possess and the possession of which is believed to be relevant to the successful practice of teaching.

**Objectives of the study**

1. To find out the significant difference if any in the professional commitment and teaching competency in relation to their age group.
2. To find out the correlation between teaching competency and professional commitment of prospective teachers.

**Hypotheses of the study**

1. There is no significant difference in professional commitment of prospective teachers with regard to their age.
2. There is no significant difference in teaching competency of prospective teachers with regard to their age.
3. There is no significant relationship between teaching competency and the professional commitment of prospective teachers.

**Method and Tools Used**

Survey method was adopted to conduct the present study. The researcher has used the professional commitment scale and Teaching competency scale of prospective teachers.

**Population and Sample**

The population of the study is secondary student-teachers who had studied in the Colleges of Education

affiliated with Tamil Nadu Teachers Education University, Tamil Nadu, India, during the academic year 2020-21. The stratified random sampling technique was used to collect the sample. The sample size consists of 1009 prospective students.

**Statistical techniques employed**

The statistical techniques of percentage analysis, mean, t-test, and Pearson’s product-moment correlation were employed for analyzing the data.

**Results and Analysis**

**Objective-1:** To find out the level of professional commitment of prospective teachers with regard to age group.

**Table 1**  
**Level of professional commitment of prospective teachers with regard to age**

Variable and its dimensions	Age	Low		Average		High	
		N	%	N	%	N	%
Commitment towards teaching	Below 25	120	14.3	581	69	141	16.7
	Above 25	20	12	128	76.6	19	11.4
Commitment towards values	Below 25	135	16	537	6.38	170	20.2
	Above 25	15	9	130	77.8	22	13.2
Commitment towards learners	Below 25	121	14.4	565	67.1	156	18.5
	Above 25	22	13.2	121	72.5	24	14.4
Commitment towards institution	Below 25	133	15.8	563	66.9	146	17.3
	Above 25	14	8.4	131	78.4	22	13.2
Commitment towards society	Below 25	122	14.5	571	67.8	149	17.7
	Above 25	18	10.8	125	74.9	24	14.4
Professional Commitment (Overall)	Below 25	112	13.3	589	70	141	16.7
	Above 25	13	7.8	135	80.8	19	11.4

It is inferred from the above table that, with regard to the age of below 25, three-fifth of prospective teachers have a moderate level of commitment towards teaching, commitment towards values, commitment towards learners, commitment towards the institution, and commitment towards society. With regard to the age of above 25, seven-tenths of prospective teachers have a moderate level of commitment towards teaching, commitment towards values, commitment towards

learners, commitment towards the institution, and commitment towards society. With regard to the age of below 25, seven-tenths of prospective teachers have a moderate level of professional commitment as a whole and with regard to the age of above 25, four-fifths of prospective teachers have a moderate level of professional commitment as a whole.

**Objective 2:** To find out the level of teaching competency of prospective teachers with regard to age.

**Table 2**  
**Level of teaching competency of prospective teachers with regard to age**

Variable and its dimensions	Age	Low		Average		High	
		N	%	N	%	N	%
Personal Competence	Below 25	0	0	708	84.1	134	15.9
	Above 25	0	0	153	91.6	14	8.4
Knowledge Competence	Below 25	0	0	704	83.6	138	16.4
	Above 25	0	0	152	91	15	9
ICT Competence	Below 25	191	22.7	529	62.8	122	14.5
	Above 25	52	31.1	105	62.9	10	6
Behaviour Competence	Below 25	0	0	731	86.8	111	13.2
	Above 25	0	0	153	91.6	14	8.4
Consequence Competence	Below 25	0	0	706	83.8	136	16.2
	Above 25	0	0	150	89.8	17	10.2
Teaching Competence (Overall)	Below 25	119	14.1	575	68.3	148	17.6
	Above 25	44	26.3	113	67.7	10	6

It is inferred from the above table that, with regard to the age of below 25, four fifth of prospective teachers have moderate level of personal competence, knowledge competence, behaviour competence and consequence competence. With regard to the age of above 25, nine-tenths of prospective teachers have a moderate level of personal competence, knowledge competence, behaviour competence and consequence competence. With regard to age, three-fifth of prospective teachers have a moderate level of ICT competence and teaching competency as a whole.

**Hypothesis 1:** There is no significant difference in professional commitment of prospective teachers with regard to their age.

**Table 3**  
**t-test analysis on the scores of professional commitment of prospective teachers with regard to their age**

Dimension	Age	N	Mean	S D	Calculated 't' Value	p-Value	Remark
Commitment towards teaching	Below 25	842	43.464	13.334	0.473	0.637	NS
	Above 25	167	42.904	14.108			
Commitment towards values	Below 25	842	27.713	11.215	0.772	0.441	NS
	Above 25	167	26.952	11.727			
Commitment towards learners	Below 25	842	25.268	10.524	0.87	0.385	NS
	Above 25	167	24.449	11.237			
Commitment towards institution	Below 25	842	33.663	11.87	0.397	0.692	NS
	Above 25	167	34.071	12.173			
Commitment towards society	Below 25	842	25.896	9.937	0.034	0.973	NS
	Above 25	167	25.928	11.016			
Professional commitment (Overall)	Below 25	842	23.56	52.663	0.359	0.72	NS
	Above 25	167	25.543	56.529			

**NS- Not Significant at 5% level**

It is inferred from the above table that P values are greater than 0.05 for professional commitment as a whole and all its dimensions. Hence the null hypothesis is accepted. It shows that there is no significant difference in the professional commitment of prospective teachers with regard to age.

**Hypothesis 2:** There is no significant difference in teaching competency of prospective teachers with regard to their age.

**Table 4**  
**t-test analysis on the scores of teaching competency of prospective teachers with regard to their age**

Dimension	Age	N	Mean	SD	Calculated 't'-Value	P-Value	Remark
Personal Competence	Below 25	842	26.158	6.817	4.142	0.000	S
	Above 25	167	23.76	6.836			
Knowledge Competence	Below 25	842	19.388	5.377	3.782	0.000	S
	Above 25	167	17.736	5.111			
ICT Competence	Below 25	842	14.232	3.982	3.586	0.001	S
	Above 25	167	13.089	3.717			
Behaviour Competence	Below 25	842	14.135	4.244	2.468	0.014	S
	Above 25	167	13.251	4.225			
Consequence Competence	Below 25	842	9.019	2.819	2.172	0.031	S
	Above 25	167	8.515	2.723			
Teaching Competency (Overall)	Below 25	842	23.654	29.845	5.187	0.000	S
	Above 25	167	24.542	24.561			

**S-Significant at 5% level**

It is inferred from the above table that P values are less than 0.05 for teaching competency as a whole and all its dimensions of prospective teachers. Hence the null hypothesis is rejected. The more the age, the more will be the teaching competence.

**Hypothesis 3:** There is no significant relationship between teaching competency and the professional commitment of prospective teachers.

**Table 5**  
**Significant relationship between teaching competency and professional commitment of prospective teachers**

Teaching Competency	N	Calculated 't'-Value	p-value	Remark
Personal Competence	1009	0.541	0.000**	S
Knowledge Competence		0.55	0.000**	S
ICT Competence		4.424	0.000**	S
Behaviour Competence		0.536	0.000**	S
Consequence Competence		0.516	0.000**	S
Teaching Competency (Overall)		0.419	0.000**	S

\*\* Significant at 1% level

It is inferred from the above table that P values are less than 0.01 and hence the null hypothesis is rejected.

It shows that there exists a significant positive correlation between teaching competency and the professional commitment of prospective teachers. The more the teaching competency more will be the professional commitment.

**Discussion**

The findings revealed that the prospective teachers have a moderate level of professional commitment in all the dimensions and as a whole irrespective of age group. In the ICT competency, 62% of prospective teachers have moderate levels. But t-analysis shows that there is a significant difference in teaching competency with regard to age, more the age more will be the teaching competency. This may be due to the teacher's preparation experiences and experiential knowledge. Hence the age group of the prospective teachers influences their teaching competency.

The differential analysis also reveals that the prospective teachers do not differ in their professional commitment as a whole and all its dimensions irrespective of age. The correlation analysis reveals that there is a positive correlation between teaching competency and professional commitment i.e. if teaching competence increases the professional competence also increases.

**Conclusion**

Results discussed above indicate that the level of professional commitment and teaching competency is moderate and the age factor has no influence on the level of professional commitment and teaching competency. There is a dare need to enhance the teaching competency

Continued on Page 45

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## A STUDY ON PROFESSIONAL...

and professional commitment of the prospective teachers from the moderate level to a higher level so that the prospective teachers will give their optimum performance when they become actual practitioners as teachers. Professional teachers must have high competence and commitment in carrying out the tasks of the teacher. The colleges of education should give prospective teachers the opportunity to develop the required pedagogical, psychological, and sociological knowledge to develop their competencies and commitment. Competence and commitment will enhance teacher performance and consequently promote institutional effectiveness.

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