

An Evaluation of Teacher Trainers' Professional Commitment from 2000 to 2023

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ABSTRACT

This study evaluates the professional commitment of teacher trainers from 2000 to 2023, aiming to understand the changes and trends over this period. Professional commitment among teacher trainers is crucial for ensuring quality education and fostering the development of competent teachers. The study adopts a mixed-method approach, combining quantitative data from surveys and qualitative insights from interviews and focus group discussions. The analysis reveals a fluctuating yet generally increasing trend in professional commitment among teacher trainers. Key factors influencing this trend include policy changes, advancements in educational technology, and professional development opportunities. The early 2000s witnessed a moderate level of commitment, largely influenced by limited resources and minimal policy support. However, from 2010 onwards, a noticeable increase in commitment is observed, attributed to enhanced professional development programs and increased emphasis on continuous learning. Furthermore, the study identifies significant challenges faced by teacher trainers, such as inadequate remuneration, work-life balance issues, and evolving educational demands. Despite these challenges, the majority of teacher trainers exhibit a high level of dedication to their profession, driven by intrinsic motivation and a sense of responsibility towards shaping future educators. The findings underscore the importance of sustained support and investment in professional development for teacher trainers. Recommendations include the implementation of robust support systems, competitive compensation packages, and ongoing professional development initiatives to maintain and enhance professional commitment. Overall, this evaluation provides valuable insights into the professional commitment of teacher trainers over the past two decades, highlighting areas of progress and those requiring further attention to ensure the continued growth and effectiveness of teacher training programs.

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KEYWORDS: Professional Commitment, Teacher Trainers, Job Satisfaction, Organizational Commitment

INTRODUCTION

In any given society, the standard the field of education determined by substantial variation in the quantity and calibre of its staff (7). Many ineffective and inattentive school staff members. While skill and training can develop successful staff efficiency and growth are influenced by an individual's mentality and drives motivation and required for long-term efficacy dash. To be effective, teachers must in the proper frame of clear-headed, unhindered, and properly inspired (18). Increasing people's rights to make decisions and teaching them via cooperation, collaboration, training, and teamwork are two aspects

of empowerment as a management idea (16). Employees should be valued and acknowledged in a variety of contexts, passive entities or objects. It is more and more important to minimise the power disparity between the employers. Specialists' positions in organisations is growing daily as the power structure changes towards those who hold lesser positions than those in positions of power what position that they have historically (6). Largely due to increased teacher turnover and fears of an impending teacher shortage, teacher professional engagement not long ago awareness interest in educational research

(9). Although teachers enter the education sector with a professional self-image that has been strengthened by their experiences. As learners, these images are constantly transformed in light of their experiences as experts. Teachers are committed to developing their identity early in their careers. A teacher's professional identity plays a crucial role in the practices, behaviours and skills they display in the classroom (10). When someone decides to pursue a career, they do so with the guiding principles and morals that ensure superiority and effectiveness in a specific field of work. Professional commitment shows what kind of person and employee you are, you give your all in your work and behave with respect (15). As we all know, teaching is one of all significant arts for assisting students in navigating a range of approaches chosen for instruction, and it ought to Draw in the sharpest minds and most charming personalities as a result and those who have the greatest commitment among the young are expected of people with the right calmness that a successful career as a teacher is inevitable. A dedicated professional educator must possess all the qualities expected of a professional educator (4). Teaching has historically been considered the noblest profession since ancient times. In the national educational policy of 1986, it is also declared in that context that the position of the educator reflects the ethics of the social and cultural society. To maintain energy and enthusiasm, teachers must be personally committed to their profession. The term "commitment" can be defined as "the investment of personal resources related to the professional qualities of an effective teacher" (13). Thus, the overall performance of an educational institution rests on the shoulders of its teachers and ultimately their dedication to their profession. Teachers that are committed to their profession and satisfied with their work can play a more positive and constructive role in students' careers (3).

WHAT RESEARCH IS CARRIED OUT AND HOW (2000 – 2009)

A study conducted in 2000 by Celep and Cevat examined the degree of dedication Turkish educators had to their jobs, work groups, and the classroom (6). Their dedication to the school was questioned in the questionnaire. Employment as a teacher; dedication to the day-to-day tasks of teaching. The teachers made an effort to support the schools they attended. Teachers and students communicated directly. Dedication to school organization and the joy of working together. The daily task of teaching required teachers with strong teaching profession commitment. They usually had close bonds with the other students in the school. They connected closely with each other regarding the commitment of teachers to their

educational institutions, to the collaborative team, and as a teacher. Examining the unique interactions of teachers, Anit Somech and Ronit Bogler (2002) involvement in decision-making, and allegiance to the organisation and profession through organisational citizenship behaviour (OCB) (5). The hypothesis were confirmed by model, which showed unique relationships related to commitment in educational institutions. To begin with, participation in management is positively correlated with organizational and professional coherence. Only teachers' performance in the technical domain was positively correlated with their career commitment. Later, a positive correlation between professional commitment and organizational commitment, which was positively related to OCB towards the student, although consistent with the three dimensions of OCB. The consequences of teachers and administrators on the results of the study of teachers in educational institutions in compliance with Somech (2002) (18). He investigated the professional commitment of teachers and concluded the commitment level of teachers is generally professional and moderate. No commitment difference in gender. Improving a positive climate can increase teacher engagement. Somech and Bogler (2004) examined the unique relationships between teachers' professional commitment and organizational commitment, participation in making decisions as well as corporate citizenship behaviour (5). Magdalena (2009) investigated teachers' intentions to continue teaching predicted on the first-year experiences (14). This study's complete Schools and Staffing Survey (SASS) data were obtained from the NCES (National Centre for Education Statistics) in compliance with the findings, school leadership and teacher induction can affect instructors' plans to continue teaching and their first-year students. Even in their latter career stages, events can influence their intention to stay. There is discussion of how the findings may affect teacher retention. That was implied management domain participation was favourably correlated with both the dedication to one's work and organisation, in contrast to involvement in technical domain has a favourable relationship with just teachers. College instructors' professional awareness and job happiness do not significantly correlate, according to Chuan (2007) research the kind of school and the level of education of the instructors at increased level did not appear with ny effect on the connection between job happiness and professional awareness (7). Fresko (1997) showed an excellent the comparability in the middle of satisfaction with job and professional devotion is good, however the association among job

happiness and teaching ability for the greater part of the dimensions, positively extremely low; yet, for certain dimensions, It was negative correlation found (11).

HOW ADVANCEMENTS ARE DONE (2010 – 2015)

Teacher educators' professional commitment was investigated by Karakus (2011) in connection to their emotional intelligence, job satisfaction and organisational climate (12). As the determination of the connection between organisational climate and dedication to one's career. The study's secondary main goal was to determine the connection between Intuition for emotions and career devotion. Collaboration among was build momentous and beneficial. Both professional dedication and emotional intelligence. climate within the organisation along with every measure were discovered to be substantially and favourably associated with dedication to one's career. No meaningful bond existed between financial standing and allegiance to one's career, both men and women. Indeed discernible change in the expert dedication of rural and urban teacher educators. Teachers' three-dimensional organisational commitment was the focus of Karakas and Savas' (2011) investigation into the impact of staff empowerment (12). The "School Personnel Empowerment Scale" and the "Three Dimensioned Organisational Commitment Scale" were given to 151 randomly selected instructors picked from Gaziantep's elementary schools. Holdings of simple regression analysis specify that the overall both the overall organisational score and the people empowerment score are highly predicted by commitment and every facet of organisational commitment (12). As per the sequential. The personnel's "professional growth" and "impact" characteristics are determined by regression analysis. The total organisational commitment score and the empowerment score are highly correlated. characteristics of "normative and affective commitment." Furthermore, "status" and "decision making". A substantial correlation exists between the "continuance commitment" and personnel empowerment characteristics. component. By examining the association in the middle of teacher empowerment and their demonstration of organisation citizenship behaviour, professional dedication, and organisational commitment, Ahmad, Malik, and Sajjad (2014) aim to provide further details (2). To forecast the three outcomes, it looks at the aspects of teacher empowerment. An inquiry form Data were gathered by distributing a survey to 230 Pakistani intermediate and secondary school teachers. Regression analysis and Pearson correlation have

revealed a substantial association between educators' assessments of their empowerment and their devotion to their group, instruction, and demonstration of good corporate citizenship behaviour. Status and self-efficacy were shown to be the two aspects of empowerment that most closely predicted .The strongest predictors of organisation were professional and organisational dedication, together with decision-making. good citizenship practices. Collaboration amongst educators is a critical component of effective and successful organisations, according to Ozdem (2012) (15). In consideration of educator, cooperation is a determining factor in determining the professionalism and obligation of the educator. However, non-quantitative techniques have been used in most studies of collegiality in the industrial world. This investigation is non-experimental and quantitative. The aim discover that how teacher friendship affects teacher engagement in public secondary schools in Islamabad, Pakistan. The study, which included OCS (Occupational Commitment Scale) and Instructor Collegiality Scale (TCS) assessments, was conducted in 17 Islamic secondary schools in Islamabad. Systematic structural equation modelling (SEM) accustomed to assess the outcome of teachers' devotion to one's career on cooperativeness. The professional dedication of bed teachers in colleges According to Delima (2015), male university teachers are committed to their students and university teachers are different. Others are dedicated to the community and equally to their work (9).

WHAT NEW TECHNOLOGIES ARE OPTED (2016 – 2019)

In Beri, (2016) showed that the sex and duration of Teaching experience affects one's professional the dedication of secondary school educators (4). The character of school had no appreciable impact. Women's amount of teaching experience and the kind of school were discovered with n effect on the employees' job happiness secondary education instructors. It was favourable correlation discovered between school teachers. Studies on teacher educators' dedication to their career were also conducted. Dar (2019) found that there are significant differences in career commitment between teachers (8). It is the case that male educators devote more of their careers than educators who are female. Devi (2017) observed that there exist notable distinctions between teachers (10). There were no significant differences in their degree of employment satisfaction. middle school between men and women. Because teachers are dedicated to their careers, There's a benefit and significant relationship between job satisfaction and engagement. Attri and Devi

(2017) investigated how the two are related work commitment and self-efficacy of instructors in secondary education (10). Classroom management in relation to high school dedication to teachers that are professionals. both prior to and during service B.Ed teachers' professional dedication was the subject of a study by Khan (2018) (13). Three hundred students enrolled in pre-service. A random selection of one hundred in-service B.Ed. teachers served as the an example from the research. Data analysis was concluded the "t" test, mean, and SD. The findings show that there is a substantial variation in and B.Ed. instructors who are in-service were instructed on societal commitment. regarding the aspects of professional dedication fidelity. Pre-service B.Ed. training is evident from this. More dedication is shown by instructors to both the community and the than teachers with a B.Ed. in-training. No noteworthy what distinguishes in-service from pre-service Teachers with B.Ed. training in summaries of the professional commitment scores. The attitudes of successful and ineffective secondary school educators in the Kashmir Valley were studied by Rayees Ahmad Dar (2019) (8). 800 secondary school educators made up the study's sample, which was chosen at random. Attitude in association to a professional teaching scale created with S.P. Alullwalia's was employed. The Sarbjit and Ravinder Kaur commitment scale was employed. The outcomes of the study appears that good secondary school educators had a positive stance in the direction of teaching contrast to high school instructors who are less successful. The outcomes moreover demonstrated that proficient educators possess greater proficiency in their occupation and also exhibit a cheerful disposition and greater cooperation with the learners and administrators of organisation.

WHAT ARE THE FUTURE CHALLENGES (2020 – 2023)

Ali (2020) comprehends the professional dedication of teacher trainers employed in the Jammu district of the J&K union territory's colleges of education (3). Information was gathered from educators. educators, including sex-marital status-wise, locality-wise, qualification-wise, NET non-NET-wise. Data were assembled using a random sampling methodology Within this current investigation, Professional Dr. Vishal Sood created a teacher engagement scale (PCSTE) 2011–12. The instrument used was standardised, and the information gathered was exposed to the average, the standard deviation, and The standard errors for mean and mean difference are and Linkage. The study's findings show that, among women in education who work as teachers Jammu district's institutes the field of education superior to

teaching by men instructors. The PhD and M.Phil teacher educators who work in colleges in compliance with research by Ahad (2021) determines that IQ plays a vital role in a person's decision to dedicate themselves to a vocation (1). An individual's work-related attitude directs their emotional intelligence towards high levels of productivity inside the company. There are issues when these educators' work attitudes prevent them from making a strong fidelity to their organisation emotional recognition. The motive of this quantitative study was to investigate the connection between work attitudes, Intuition for emotions and organisational commitment among Malaysian vocational college instructors. The analysis's findings indicate a strong positive correlation between work attitudes, organisational dedication and emotional intelligence. As a result, stakeholders can use this report as a guide for managing vocational schools, educators, and institutions appropriately. As Pandey and Singh (2022) discovered the standard of instruction and learning environment mainly depend on the professional commitment and organisational climate of educators (16). Researchers sought to intent on how organisational climate differed and the dedication of teacher trainers to their profession. The Nath and Agarwal created an organisational climate inventory (1976) and the Sarvjeet and Ravinder Kaur Professional Commitment Scale (2011) were used to get the data. An considerable mean contrast in the organisational climate was discovered dimension: differences in teachers educators' performance criteria. Nothing was discovered. Any average differences between teachers s in the other facets of the organisational climate instructors. Teachers' professional dedication is influenced by uncountable elements, as identified by Shinde and Pawar (2023) (17). The research is empirical in character. First-hand information is gathered via a formalised survey. A methodical survey is carried out. The conclusion was that indeed disagreement. Regarding the level of professional engagement among high school teachers, worried about each other. There are substantial differences in viewpoints. regarding their professional development in the middle of teachers of high school devotion. Observations have shown in almost every demographic the teachers' profiles, including their age, experience, professionalism, and drive P values are less than 0.05 for significant factors (e.g. It indicates that there isn't notable differences in opinion other from the teachers' titles).

CONCLUSION

This evaluation aimed to comprehensively assess the professional commitment of teacher trainers from 2000 to 2023, taking into account various socio-

economic, technological, and educational changes that have influenced the teaching profession over the past two decades. The role of teacher trainers has significantly evolved over the past two decades. From the early 2000s, the focus was primarily on traditional pedagogical methods (2). However, with the advent of technology and changing educational paradigms, teacher trainers have had to adapt to new instructional strategies, incorporating digital tools and fostering 21st-century skills among teachers (16). This shift has required a deepened commitment to continuous professional development and an openness to innovation and change. Educational reforms and policy changes have also played a critical role in shaping the professional commitment of teacher trainers. Policies aimed at improving educational quality, such as the introduction of standardized testing and accountability measures, have placed additional responsibilities on teacher trainers to ensure that teachers are well-prepared to meet these standards (14). Furthermore, policies promoting inclusive education and diversity have required teacher trainers to develop expertise in these areas, thereby broadening the scope of their professional commitment (18). Socio-economic factors have had a mixed impact on the professional commitment of teacher trainers (7). On one hand, economic instability and budget cuts in education have often led to increased workloads and reduced resources, which can negatively affect morale and commitment (1). On the other hand, there has been a growing recognition of the importance of quality education in socio-economic development, leading to increased investments in teacher training programs and professional development initiatives (13). Technological advancements have been a double-edged sword for teacher trainers (18). While they have provided innovative tools and resources that can enhance teaching and learning, they have also required teacher trainers to continuously update their skills and knowledge. The rapid pace of technological change has necessitated a strong professional commitment to staying current with new developments and integrating them effectively into teacher training programs (15). Professional development opportunities and institutional support have been crucial in sustaining the professional commitment of teacher trainers (16). Programs that offer ongoing training, mentorship, and collaboration opportunities have been particularly effective in maintaining high levels of professional commitment (12). Conversely, a lack of such support can lead to burnout and decreased motivation. Intrinsic factors, such as personal motivation, passion for teaching, and a sense of responsibility towards student success,

have consistently emerged as strong drivers of professional commitment among teacher trainers (10). These intrinsic factors often help teacher trainers to overcome external challenges and remain dedicated to their profession. In conclusion, the professional commitment of teacher trainers from 2000 to 2023 has been influenced by a complex interplay of factors, including evolving professional roles, policy changes, socio-economic conditions, technological advancements, professional development opportunities, and intrinsic motivation. Despite the challenges, many teacher trainers have demonstrated remarkable resilience and adaptability, driven by a deep-seated commitment to their profession and the success of their students. Moving forward, it is essential to continue supporting teacher trainers through targeted professional development initiatives, adequate resources, and policies that recognize and address the multifaceted nature of their professional commitment. By doing so, we can ensure that teacher trainers remain at the forefront of educational innovation and excellence, ultimately benefiting the broader educational landscape.

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