

A study on Professional Commitment Among B.Ed. Teacher Trainees

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Abstract:

This study examines the level of professional commitment among Bachelor of Education (B.Ed.) teacher trainees using a descriptive survey method. The investigation focused on five dimensions such as commitment to the learner, society, profession, excellence, and basic human values. The findings provide insights into strengthening teacher education programmes to foster higher levels of professional commitment among future teachers. This research paper attempts to study the Professional Commitment of Male and Female B.Ed. teacher trainees in Various B.Ed. colleges of Mysuru affiliated to University of Mysore. The sample consists of 479 (112 Male and 367 Female) B.Ed. teacher trainees, selected randomly. The data were collected by using standardized tool Professional Commitment Scale which was constructed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar. It is revealed through the present study that, B.Ed. teacher trainees in Mysuru have an Average level of Professional Commitment. The findings showed that there is no significant difference between Male and Female B.Ed. teacher trainees on various dimensions of Professional Commitment.

Key words: Professional Commitment, Male and Female B.Ed. teacher trainees.

1. INTRODUCTION:

Teacher education plays a vital role in shaping competent and dedicated professionals for the future of society. Professional commitment, which reflects teachers' dedication to learners, the profession, and human values, is a key factor influencing educational quality. Among B.Ed. trainees, this commitment is especially important as they are at the formative stage of their professional identity. Understanding their level of professional commitment helps in improving teacher preparation programmes. Hence, the present study focuses on examining professional commitment among B.Ed. teacher trainees.

II. LITERATURE REVIEW:

Hamzah, Mohamed, Abdullah, and Baki (2008), This study assessed the work commitment of 276 trainee teachers during teaching practicum in Kelantan, Malaysia, using reliable instruments based on a modified UTOS model. Data collected through self-assessment, observation, and evaluation were analyzed with multiple regression ($p < 0.05$). Results showed that workload, job satisfaction, study opportunities, career prospects, marital status, teaching practices, planning, and religious studies significantly influenced commitment. The findings highlight key areas for strengthening teacher development and professional adaptability.

Gajjar (2015), Teachers in India form one of the largest service sectors, making teacher education crucial for quality improvement. The NCTE (1988) emphasized that teacher education must prioritize both competencies and professional commitment, requiring a shift in preparation strategies. With over 2,500 institutions engaged in training, the system provides diverse learning experiences to trainees through peer interaction and guidance by teacher educators. The study highlights the need for appropriate training and orientation to strengthen this large workforce.

Eren and Soylemez (2020), This exploratory study investigated whether pre-service teachers' professional commitment and sense of efficacy predict their perceptions of unethical teacher behaviours. Data were analysed using correlation and structural equation modelling. Findings revealed that professional commitment influenced perceptions of offensive, discriminatory, irresponsible, and dishonest behaviours, with sense of efficacy acting as a mediator between career aspirations and unethical behaviour perceptions. The study highlights the importance of integrating professional commitment and self-efficacy in understanding pre-service teachers' ethical stances.

Vanlalfana and Fanai (2023), The study examined the professional commitment of teacher educators in the District Institute of Education and Training (DIET), Lunglei, Mizoram. Using Dr. Vishal Sood K's standardized Professional Commitment Scale, data were collected from all teacher educators in the district. Results indicated a significant difference in commitment levels with respect to gender, but no difference regarding marital status. Most teacher educators were found to have an above-average level of professional commitment.

Sharma and Goswami(2025), This study examined the professional commitment of B.Ed. and M.Ed. teacher trainees, recognizing that effectiveness in teacher education depends on more than academic achievement. A descriptive survey was conducted on 400 trainees selected through stratified random sampling from recognized colleges of education. Data collected using a standardized Professional Commitment Scale were analyzed through descriptive statistics and t-tests. Findings revealed significantly higher commitment among B.Ed. trainees compared to M.Ed. trainees, with no notable gender differences. The study emphasizes the need for postgraduate interventions such as mentorship, reflective practices, and field-based learning to strengthen professional commitment.

III. OBJECTIVES:

The present study was undertaken to achieve the following objectives:

1. To study the level of Professional Commitment among Male and Female B.Ed. Teacher Trainees.
2. To compare the Male and Female B.Ed. Teacher Trainees on various dimensions of Professional Commitment.

IV. HYPOTHESES:

There is no significant difference between Male and Female B.Ed. Teacher Trainees on various dimensions of Professional Commitment.

V. METHODOLOGY:

The proposed study was carried on by quantitative research method. The population of the present study confined to as the B.Ed. teacher trainees in various B.Ed. colleges of Mysuru affiliated to University of Mysore. Seven B.Ed. colleges of Mysuru were randomly selected. There were total 479 B.Ed. teacher trainees as sample (112 Male and 367 Female). A Professional Commitment Scale for teachers (PCST)

which was constructed and standardized by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar, has been used to collect data. It consists of 45 items according to their area of Professional Commitment. The scale measures five dimensions of Professional Commitment -

(i) Commitment to the Learner, (ii) Commitment to the Society, (iii) Commitment to the Profession, (iv) Commitment to Achieve Excellence (v) Commitment to Basic Human Values

The reliability coefficient is 0.76 (Significant at 0.01 level). In this study, The raw data was subjected to percentage, mean, S.D. and t-test for statistical treatment. The following table shows the statistical analysis of the data. t-test was used to compare the various dimensions of Professional Commitment of Male and Female B.Ed. teacher trainees.

VI. STATISTICAL ANALYSIS AND INTERPRETATION:

The raw data was subjected to percentage, mean, S.D. and t-test for statistical treatment. The following table shows the statistical analysis of the data.

SECTION 'A'-DESCRIPTIVE ANALYSIS:

Percentage computation of Male and Female B.Ed. Teacher Trainees on Professional Commitment.

Table 1.1: Showing the overall Percentage of level of Professional Commitment among B.Ed. teacher trainees.

Level of Professional Commitment	N	Percentage
Extremely High Professional Commitment	7	1.46
High Professional Commitment	53	11.06
Above Average Professional Commitment	160	33.41
Average Professional Commitment	173	36.11
Below Average Professional Commitment	52	10.86
Low Professional Commitment	26	5.43
Extremely Low Professional Commitment	8	1.67
Total	479	100.00
Mean Score	171.21	

The above table shows the overall level of Professional Commitment among B.Ed. Teacher Trainees. The results of the table depict that 1.46% B.Ed. Teacher Trainees have Extremely High level of Professional Commitment, 11.06% B.Ed. Teacher Trainees have High level of Professional Commitment, 33.41% B.Ed. Teacher Trainees have Above Average level of Professional Commitment, 36.11% B.Ed. Teacher Trainees have Average level of Professional Commitment, 10.86% B.Ed. Teacher Trainees have Below Average level of Professional Commitment, 5.43% B.Ed. Teacher Trainees have Low level of Professional Commitment, 1.67% B.Ed. Teacher Trainees have Extremely Low level of Professional Commitment. The mean score of Level of Professional Commitment of B.Ed. Teacher Trainees is 171.21, So, The B.Ed. Teacher Trainees in Mysuru have an Average level of Professional Commitment.

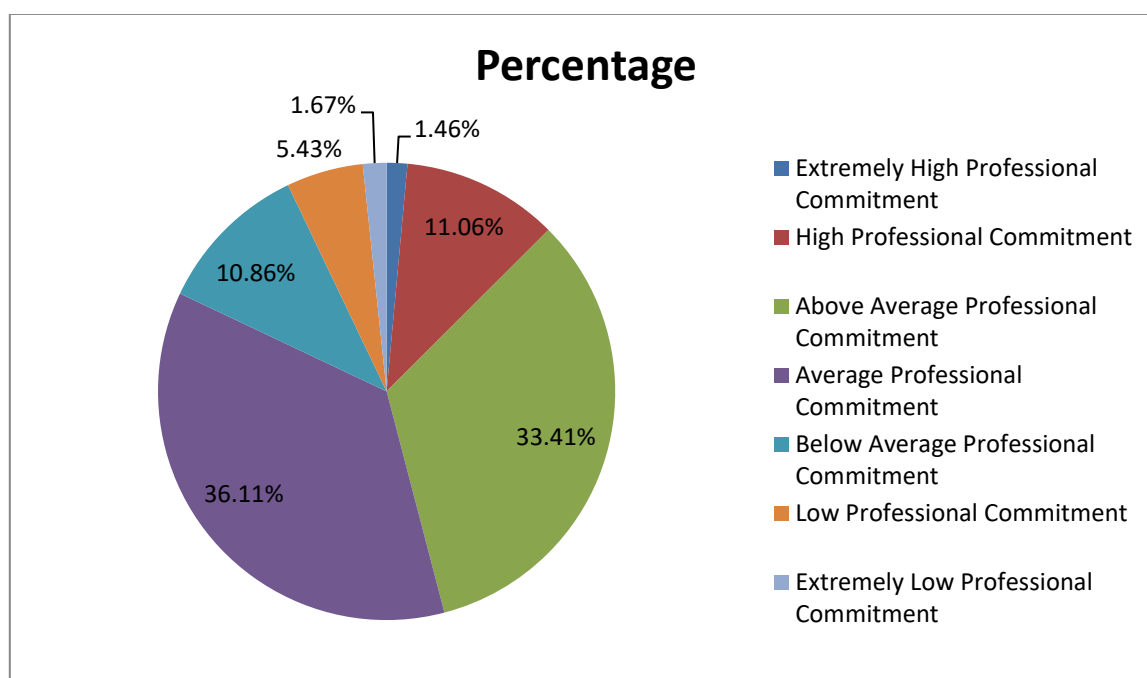


Fig. 1.1: Showing the overall Percentage of Professional Commitment among B.Ed. Teacher Trainees.

Table 1.2: Showing the percentage comparison between Male and Female B.Ed. Teacher Trainees on levels of Professional Commitment

Levels of Professional Commitment	Male B.Ed. Teacher Trainees		Female B.Ed. Teacher Trainees	
	N	Percentage	N	Percentage
Extremely High Professional Commitment	2	1.78	5	1.36
High Professional Commitment	13	11.61	40	10.90
Above Average Professional Commitment	37	33.04	123	33.52
Average Professional Commitment	38	33.93	135	36.79
Below Average Professional Commitment	11	9.82	41	11.17
Low Professional Commitment	9	8.04	17	4.63
Extremely Low Professional Commitment	2	1.78	6	1.63
Total	112	100.00	367	100.00

The above table shows the comparison between Male and Female B.Ed. teacher trainees on levels of Professional Commitment. The table reveals that Male B.Ed. teacher trainees show more level of “Extremely High Professional Commitment” 1.78% as compared to Female B.Ed. teacher trainees 1.36%. further, 11.61% of Male B.Ed. teacher trainees shows “High Professional Commitment” while 10.9% of Female B.Ed. teacher trainees fall at this level. Further, 33.52% of Female B.Ed. teacher trainees shows “Above Average Professional Commitment” while 33.04% of Male B.Ed. teacher trainees fall at this level. Further, 36.79% Female B.Ed. teacher trainees shows “Average Professional Commitment” while 33.93% of Male B.Ed. teacher trainees fall at this level. Further, 11.17% Female B.Ed. teacher trainees shows “Below Average Professional Commitment” while 9.82% of Male B.Ed. teacher trainees fall at this level. Further, 8.04% Male B.Ed. teacher trainees shows “Low Professional

Commitment” while 4.63% of Female B.Ed. teacher trainees fall at this level. Further, 1.78% Male B.Ed. teacher trainees shows “Extremely Low Professional Commitment” while 1.63% of Female B.Ed. teacher trainees fall at this level.

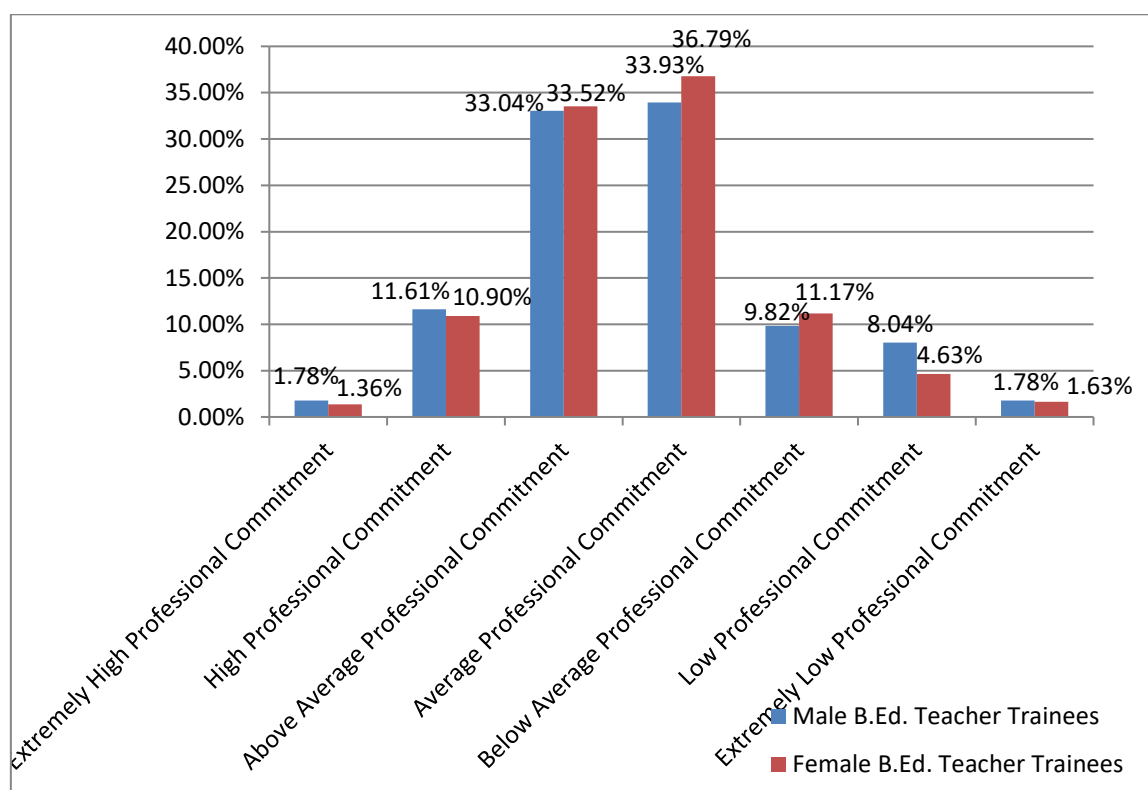


Fig. 1.2: Showing the percentage comparison between Male and Female B.Ed. teacher trainees on levels of Professional Commitment.

SECTION ‘B’-COMPARITIVE ANALYSIS

Comparative analysis of Male and Female B.Ed. teacher trainees on various dimensions of Professional Commitment.

Table 2.1: Showing the mean difference between Male and Female B.Ed. teacher trainees on ‘Commitment to the Learner’ dimension of Professional Commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to the Learner	Male	112	36.29	5.06	0.26	**
	Female	367	36.87	4.67		

**= not significant at 0.01

The above table shows the mean difference between Male and Female B.Ed. teacher trainees on “Commitment to the Learner” dimension of Professional Commitment scale. The table reveals that there is no significant difference between Male and Female B.Ed. teacher trainees on Commitment to the Learner dimension. The calculated t-value 0.26 exceeds the tabulation value at 0.01 level of significance. This justifies that the difference between two groups is statistically not significant at 0.01 level. Further

the mean score of Female (36.87) B.Ed. teacher trainees is decidedly better than the mean score of Male (36.29) B.Ed. Teacher Trainees.

Table 2.2: Showing the mean difference between Male and Female B.Ed. teacher trainees on ‘Commitment to the Society’ dimension of Professional Commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to the Society	Male	112	34.43	4.18	0.72	**
	Female	367	34.59	4.06		

**= not significant at 0.01

The above table shows the mean difference between Male and Female B.Ed. teacher trainees on “Commitment to the Society” dimension of Professional Commitment scale. The table reveals that there is no significant difference between Male and Female B.Ed. teacher trainees on Commitment to the Society dimension. The calculated t-value 0.72 exceeds the tabulation value at 0.01 level of significance. This justifies that the difference between two groups is statistically not significant at 0.01level. Further the mean score of Female (34.59) B.Ed. Teacher Trainees is decidedly better than the mean score of Male (34.43) B.Ed. teacher trainees.

Table 2.3: Showing the mean difference between Male and Female B.Ed. teacher trainees on ‘Commitment to the Profession’ dimension of Professional Commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to the Profession	Male	112	32.69	4.86	0.87	**
	Female	367	32.77	4.50		

**= not significant at 0.01

The above table shows the mean difference between Male and Female B.Ed. teacher trainees on “Commitment to the Profession” dimension of Professional Commitment scale. The table reveals that there is no significant difference between Male and Female B.Ed. teacher trainees on Commitment to the Profession dimension. The calculated t-value 0.87 exceeds the tabulation value at 0.01 level of significance. This justifies that the difference between two groups is statistically not significant at 0.01level. Further the mean score of Female (32.77) B.Ed. teacher trainees is decidedly better than the mean score of Male (32.69) B.Ed. teacher trainees.

Table 2.4: Showing the mean difference between Male and Female B.Ed. teacher trainees on ‘Commitment to Achieve Excellence’ dimension of Professional Commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Achieve Excellence	Male	112	32.33	4.39	0.76	**
	Female	367	32.19	4.12		

**= not significant at 0.01

The above table shows the mean difference between Male and Female B.Ed. teacher trainees on “Commitment to Achieve Excellence” dimension of Professional Commitment scale. The table reveals that there is no significant difference between Male and Female B.Ed. teacher trainees on Commitment to Achieve Excellence dimension. The calculated t-value 0.76 exceeds the tabulation value at 0.01 level of significance. This justifies that the difference between two groups is statistically not significant at 0.01 level. Further the mean score of Male (32.33) B.Ed. teacher trainees is decidedly better than the mean score of Female (32.19) B.Ed. teacher trainees.

Table 2.5: Showing the mean difference between Male and Female B.Ed. teacher trainees on ‘Commitment to Basic Human Values’ dimension of Professional Commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Basic Human Values	Male	112	35.25	3.42	0.28	**
	Female	367	34.85	3.40		

**= not significant at 0.01

The above table shows the mean difference between Male and Female B.Ed. teacher trainees on “Commitment to Basic Human Values” dimension of Professional Commitment scale. The table reveals that there is no significant difference between Male and Female B.Ed. teacher trainees on Commitment to Basic Human Values dimension. The calculated t-value 0.28 exceeds the tabulation value at 0.01 level of significance. This justifies that the difference between two groups is statistically not significant at 0.01 level. Further the mean score of Male (35.25) B.Ed. teacher trainees is decidedly better than the mean score of Female (34.85) B.Ed. teacher trainees.

Table 2.6: Showing the mean difference between Male and Female B.Ed. teacher trainees on ‘Overall dimensions’ of Professional Commitment

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Professional Commitment	Male	112	171.00	17.12	0.88	**
	Female	367	171.28	16.18		

**= not significant at 0.01

The above table shows the mean difference between Male and Female B.Ed. teacher trainees on overall dimensions of Professional Commitment scale. The table reveals that there is no significant difference between Male and Female B.Ed. teacher trainees of Overall dimension of Professional Commitment. The calculated t-value 0.88 exceeds the tabulation value at 0.01 level of significance. This justifies that, the difference between two groups is not statistically significant at 0.01 level. Further the mean score of Female (171.28) B.Ed. teacher trainees is better than mean score of Male (171.00) B.Ed. teacher trainees.

VII. DISSCUSSION:

The present study was conducted to find out the Professional Commitment among B.Ed. teacher trainees in Mysuru. It was found in the present study that



- 1) The level of Professional Commitment among B.Ed. teacher trainees (Male and Female) about 1.46% fall in Extremely High Professional Commitment, 11.06% fall in High Professional Commitment, 33.41% fall in Above Average Professional Commitment, 36.11% fall in Average Professional Commitment, 10.86% fall in Below Average Professional Commitment, only 5.43% fall in Low Professional Commitment and only 1.67% fall in Extremely Low Professional Commitment.
- 2) The level of Professional Commitment among Male B.Ed. teacher trainees, 1.78% fall in Extremely High Professional Commitment, 11.61% fall in High Professional Commitment, 33.04% fall in Above Average Professional Commitment, 33.93% fall in Average Professional Commitment, 9.82% fall in Below Average Professional Commitment, 8.04% fall in Low Professional Commitment, and 1.78% fall in Extremely Low Professional Commitment. While in case of Female B.Ed. teacher trainees, 1.36% fall in Extremely High Professional Commitment, 10.90% fall in High Professional Commitment, 33.52% fall in Above Average Professional Commitment, 36.79% fall in Average Professional Commitment, 11.17% fall in Below Average Professional Commitment, 4.63% fall in Low Professional Commitment and 1.63% fall in Extremely Low Professional Commitment.
- 3) There is no significant differences between Male and Female B.Ed. teacher trainees on Commitment to the Learner, Commitment to the Society, Commitment to the Profession, Commitment to Achieve Excellence and Commitment to Basic Human Values dimensions of Professional Commitment.

VIII. CONCLUSION:

It is revealed through the present study that, B.Ed. teacher trainees in mysuru have an Average level of Professional Commitment. The level of Professional Commitment among Male B.Ed. teacher trainees in mysuru is an Average. The level of Professional Commitment among Female B.Ed. teacher trainees in mysuru is an Average. The findings indicate that gender does not significantly affect dimensions of Professional Commitment such as Commitment to the Learner, Commitment to the Society, Commitment to the Profession, Commitment to Achieve Excellence and Commitment to Basic Human Values. This suggests that , Teacher education institutions in Mysuru should introduce workshops, seminars, and reflective practices to raise the level of professional commitment among B.Ed. trainees. More school-based internships and community projects can link theory with practice and deepen commitment. As gender differences were not significant, common strategies may be applied to both male and female trainees. Focus should be given to nurturing all dimensions of commitment towards learners, society, profession, excellence, and human values.

IX. DELIMITATIONS OF THE STUDY:

The study is delimited to B. Ed teacher-trainees undergoing 2 years B.Ed. course from Mysuru affiliated to University of Mysore.

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