Synopsis of the Thesis
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1.1 Introduction

The main objective of education is to make life prosperous and progressive according to the abilities. But as education has strong relation with changes and as we live in an era of speedy changes where things becomes useless very speedily. Thus, in this present modern era for the development of education it is very necessary to for teacher to be committed.

According to Rice (2003) for good teachers prepare good students. To become a good teacher first of all teacherness should be gained. But what is teacherness? The work of a teacher is to prepare best qualitative and skillful future citizens. For this a teacher should have knowledge, skill, expertness and varieties. Along with this if they are not committed then the above everything will be useless and meaningless. It is can be said that those teachers who are committed will have high type of teacherness in them. Those teachers who are able to combine their professional aptitude and special characteristics in carrying out their duties can be called as a committed teacher.

Those teachers who lack in commitment as a teacher cannot show faithfulness in their work. In preparation of a child, teacher is said to be the base. On this aspect, more effectiveness can be created regarding this if such type of training is provided to pre service teachers during their training programme. A best teacher can be achieved if they are prepared during training period. According to Maiyani J. P. (2007) if the commitment of teacher is properly developed during training period then the other qualities of teacherness will automatically be developed in them.

In modern era, improvement against cerebral deficiency is based on the a committed teacher. Commitment is a emotional aspect of a teacher. Due to this emotional aspect a teacher gets motivated to be committed towards their duty. On the concept of Teacher Professional Development (TPD), NCTE (1993) emphasizes on development of commitment in student teachers. (Cited in Sarangi
S., & Prabhakumari, 2007). Thus, Teacher education institutions should practice on the development of commitment of student teachers.

Leung, T. C. (1994) has accepted that in teaching profession, aspects of commitment of teachers is related to students proficiency, social relationship, teaching satisfaction, institutional values, group values and educational atmosphere.

Elliotte and Crosswell (2000) have stated the four factors related to commitment of teachers which are personal relationship, relationship with institution, relation with system and professional matters. Whereas according to Kathy (1999) important factors for commitment of teachers are institution, students, career consistency, base of professional knowledge and teaching profession. As per Indian educational culture, Dave, R. (1988) says that to know commitment of teachers, commitment towards students, commitment towards community, commitment towards profession, commitment towards expert equisition and commitment towards basic values of life should be found out.

Commitment of teachers is achieved during the pre service teacher education training programme. Keeping in mind this objective, Karkaar, (2006) had constructed and found out the effectiveness of commitment development programme for the development of commitment in P. T. C. student teachers. The objective of this research is to implement the above constructed programme on P. T. C. student teachers with reference to their gender, educational stream and educational achievement.

1.2 Statement of the Problem

The researcher tried to formulate the statement of the problem as follows:

**IMPLIMENTATION AND EFFECTIVENESS OF DEVELOPING TEACHER’S COMMITMENT PROGRAMME**

Present study was conducted by experimental method. In the present study first of all, to develop the commitment of P. T. C. student teachers. A Commitment Development Programme was developed by Karkaar (2006) was selected. Implementation of experiment of this programme was done on randomized groups of student teachers. From which on one group Commitment Development Programme
was implemented. Whereas on the other group Commitment Development Programme was not implemented. At the end of experiment, Commitment Measurement Situation Test was given to both experimental and controlled group to measure the effectiveness of Commitment Development Programme with regards to commitment of teachers, commitment towards students, commitment towards community, commitment towards profession, commitment towards expert equisition and commitment towards basic values of life. Besides this, effectiveness of Commitment Development Programme was explored with reference to gender, educational stream and educational achievement.

1.3 Operational Definition of Related Terms

Commitment. Commitment means where a person is tied up to a work with faithfulness. Internal or ultimate wish to do a work at any cost. Commitment ins a emotional aspect. Which motivates and creates interest towards completion the work at any cost.

Area of Commitment. Five areas of commitment were accepted, which are as follows : (1).commitment towards students, (2). commitment towards community, (3). commitment towards profession, (4). commitment towards expert equisition and (5). commitment towards basic values of life.

Commitment Score. commitment score means scores obtained on the responses of first year P. T. C. student teachers on Commitment Measurement Situation Test.

Educational Achievement of Student Teachers. Percentage of Std XII\textsuperscript{th} of first year P. T. C. student teachers was treated as educational achievement of student teachers.

Educational Stream of Student Teachers. Educational stream of student teachers means stream selected by student teachers at std XII\textsuperscript{th} i.e. science stream, commerce stream or arts stream.

Experimental Group. In the present study, group of first year P. T. C. student teachers on whom experiment to develop the commitment was experienced Commitment Development Programme were treated as experimental group.
Controlled Group. In the present study, group of first year P. T. C. student teachers on whom experiment to develop the commitment was not experienced Commitment Development Programme were treated as controlled group.

Commitment Measurement Situation Test. In the present study, Commitment Measurement Situation Test means test containing 20 items which was taken at the end of the Commitment Development Programme to measure the different type of commitments of first year P. T. C. student teachers.

Effectiveness. In the present study, effectiveness of Commitment Development Programme means the scores obtained on the responses of experimental group and controlled group on Commitment Measurement Situation Test. In the present study, 0.01 significant level was accepted.

1.4 Objectives of the Study
1. To implement Commitment Development Programme to develop teacher commitment in P. T. C. student teachers.
2. To find out the effectiveness of Commitment Development Programme to develop teacher commitment in P. T. C. student teachers.
3. To find out the difference between the effectiveness of Commitment Development Programme P. T. C. student teachers with respect to their gender, educational stream and educational achievement.

1.5 Research Hypothesis
1. There will be no significant difference between the mean scores of first year P. T. C. student teachers with respect to the commitment towards students who have achieved and those who have not achieved experience of Commitment Development Programme.
2. There will be no significant difference between the mean scores of first year P. T. C. student teachers with respect to the commitment towards community who have achieved and those who have not achieved experience of Commitment Development Programme.
3. There will be no significant difference between the mean scores of first year P. T. C. student teachers with respect to the commitment towards profession who have achieved and those who have not achieved experience of Commitment Development Programme.
4. There will be no significant difference between the mean scores of first year P. T. C. student teachers with respect to the commitment towards expert equisition who have achieved and those who have not achieved experience of Commitment Development Programme.

5. There will be no significant difference between the mean scores of first year P. T. C. student teachers with respect to the commitment towards basic values of life who have achieved and those who have not achieved experience of Commitment Development Programme.

6. There will be no significant difference between the mean scores of first year P. T. C. student teachers with respect to the commitment who have achieved and those who have not achieved experience of Commitment Development Programme.

7. There will be no significant difference between the mean scores on effectiveness of Commitment Development Programme of first year P. T. C. student teachers with respect to their gender (Male and Female).

8. There will be no significant difference between the mean scores on effectiveness of Commitment Development Programme of first year P. T. C. student teachers with respect to their educational stream according to std XIIth (Science, Commerce and Arts).

9. There will be no significant difference between the mean scores on effectiveness of Commitment Development Programme of first year P. T. C. student teachers with respect to their educational achievement according to std XIIth (High, Medium and Low).

1.6 Population and Sample

In the present research the population comprised of student teachers of Gujarati medium P. T. C. colleges of Gujarat State for the academic year 2009-10.

The present study was an experimental research. Thus, to explore the implementation and effectiveness of Commitment Development Programme, scores on Commitment Measurement Situation Test was administered on student teachers of P. T. C. colleges were selected by purposive sampling method. In the present study suitability of teacher educators as well as students teachers were kept in mind while selecting two groups for experiment.
1.6.1 **Sample for implementation of experiment.** In the present study for implementation of the experiment suitability of students teachers were kept in mind. For this two colleges were selected i.e. Shree Radheshyam P. T. C. College, Mahuva and Shree Swami Narayan P. T. C. College, Gadhada.

First of all, from Shree Radheshyam P. T. C. College, Mahuva two classes were selected. in each class 50-50 student teachers were present. Thus 100 student teachers were selected from two classes. From which 3 students teachers were unable to be present during the experiment, thus were not counted as the sample of the study. Thus 97 student teachers were selected as the sample of the study. This group was considered as experimental group.

Besides this, from Shree Swami Narayan P. T. C. College, Gadhada two classes were selected. in each class 50-50 student teachers were present. Thus 100 student teachers were selected from two classes. From which 3 students teachers were voluntarily not ready for involving the experiment, thus they were not counted as the sample of the study. Thus 97 student teachers were selected as the sample of the study. This group was considered as controlled group.

1.7 **Research Scale**

1.7.1 **Commitment Development Programme.** There were three parts in the Commitment Development Programme which was prepared for developing the various commitments of P. T. C. student teachers. There were five activities in each of the three parts. The activities as per parts are as follows :

**Part - A  Conference**
1. With award wining teachers
2. With ideal principals
3. With social worker / educationalist
4. With ideal teacher
5. With soldier

**Part - B  Short period Programmes**
1. Chanakya video cassette
2. Visit to backward areas
3. Story “DivaSwapna”
4. Books introduction
5. Area workout

**Part - C  Long Period Programmes**
1. Games
2. Ideal behavior of teacher educators
3. Punctuality in school
4. Students help
5. Prayer committee

**1.7.2 Commitment Measurement Situation Test.** In the present study, after implementing the Commitment Development Programme, to measure the commitment of student teachers with respect to the commitment towards students, commitment towards community, commitment towards profession, commitment towards expert equisition and commitment towards basic values of life a Commitment Measurement Situation Test containing 20 items which was constructed by Karkaar (2006).

There were four options in every item of Commitment Measurement Situation Test. There was the best option amongst the four options given in the item. P. T. C. student teachers were given 1 mark for best option selected in each item. Where as 0 marks were given to the P. T. C. student teachers who gave answer other than the best option.

**1.7.3 Experimental Scheme of Study.** In the present study, to find out the validity of the experiment, variable who were affecting dependent variable other than the independent variable were controlled. For experimental scheme of the study, random two group pre-post test scheme was selected.

**1.7.4 Planning of Implementation of Commitment Development Programme.** In the present study 97 first year P. T. C. student teachers of Shree Radheshyam P. T. C. College, Mahuva who were selected as experimental group were selected. Planning of implementation of Commitment Development Programme was done in following way:
1.7.4.1. Part - A Planning of implementation of Conference.

Part - A Planning of implementation of Conference of Commitment Development Programme was planned in following way:
- Activity 1 - Second semester 4th December, 2009, 11 A.M.
- Activity 2 - Second semester 16th December, 2009, 9 A.M.
- Activity 3 - Second semester 9th January, 2010, 11 A.M.
- Activity 4 - Second semester 23rd January, 2010, 11 A.M.
- Activity 5 - Second semester 4th February, 2010, 10:30 A.M.

1.7.4.2. Part - B Short period Programmes. Part - B Short period Programmes was planned in following way:
- Chanakya video cassette - Second semester 5th December, 2009, 9 A.M.
- Visit to backward areas - Second semester 8th January, 2010, 8 A.M.
- Story “Divaswapna” - Second semester 28th January, 2010, 10 A.M.
- Books introduction -Second semester 13th January, 2010, 10:30 A.M. In which after book introduction, review were asked to note down and then was asked to read.
- Area workout - Second semester 11th to 15th February.

1.7.4.3. Part - C Long period Programmes. Part - C Long period Programmes was planned in following way:
- Games Activity - 14 activities during first semester lesson plans and 6 activities in second semester.
- Ideal behavior of teacher educators - During educational year 2009-10
- Punctuality in school -During educational year 2009-10
- Students help -After studies of 1-2 months and whenever needed during complete year.
- Prayer committee - Complete year during beginning of educational programme

1.7.4.4. Planning of Implementation of Commitment Measurement Situation Test. Planning of Implementation of Commitment Measurement Situation Test was planned in second semester of P. T. C. in following way:
1. Experimental Group : Second Semester, from 4th March 2010, 9 A. M.
2. controlled Group : Second Semester, from 5th March 2010, 9 A. M.
Besides this, 97 student teachers who were selected as the sample of the study were considered as controlled group from Shree Swami Narayan P. T. C. College, Gadhada were not given Commitment Development Programme.

1.8 Data Collection

In the present study, for the implementation of experiment groups from Shree Radheshyam P. T. C. College, Mahuva and Shree Swami Narayan P. T. C. College, Gadhada were selected.

In the present study, one group of student teachers were given experience of Commitment Development Programme to develop the commitment. Where as other group of student teachers were not given experience of Commitment Development Programme to develop the commitment. After this, to measure the commitment of student teachers, Commitment Measurement Situation Test was administered to find the effectiveness of Commitment Development Programme.

Thus, information related to effectiveness of Commitment Development Programme, Commitment Measurement Situation Test was administered. Commitment Measurement Situation Test was administered twice. Commitment Measurement Situation Test was used as pre test to equalize the groups and same test was used as post test to find out the development of commitment.

In present study, Commitment Measurement Situation Test contained 20 items. It carried 20 marks. Time limit for completing the test was 30 minutes. Proper sitting arrangement was arranged. Oral information was given to get the necessary information regarding development of commitment.

1.9 Data Analysis

In the present study, statistical analysis such as mean difference in upper and lower group, item analysis, reliability and validity from the responses on Commitment Measurement Situation Test were calculated with the help of computer programme NRT 2000. Besides this, to find out the validity scores on scores on Commitment Measurement Situation Test item analysis was to be done. For this factor analysis, rotation and extraction was calculated with the help of computer programme SPSS. Presentation of graphs were done where ever necessary.
Besides this, hypothesis were verified from the information gathered through the post test from the sample. As the information gathered on post test of Commitment Measurement Situation Test was on ordinal form, t-test and F-test was calculated to verify the hypothesis. For this SPSS computer programme was used.

1.10 Findings of the study

1.10.1 Finding related to Commitment Measurement Situation Test. Findings related to information gathered by the responses on Commitment Measurement Situation Test are as follows:
1. Every items of Commitment Measurement Situation Test according to the mean difference in upper and lower group were appropriate.
2. Every items of Commitment Measurement Situation Test according to the facility value and discriminative value were appropriate.
3. Reliability score of Commitment Measurement Situation Test as per Cronbach Alpha Index was 0.88 whereas reliability score as per half test was 0.84 and whole test was 0.91. Thus the reliability of Commitment Measurement Situation Test was high.
4. Validity score of Commitment Measurement Situation Test as per Cliffs’ Consistency ‘C’ Indices was 0.46. Thus the Validity of Commitment Measurement Situation Test was high.
5. Communalities, number of factors (6), factors and relative distributive percentile (75.77%), factor Scree plot graph as well as first factor strongness was found out. On bases of this results factor validity of Commitment Measurement Situation Test was established.

1.10.2 Finding related to development of Commitment related hypotheses. Finding related to development of Commitment related hypotheses are as follows:
6. Significant high development of commitment towards students was observed in student teachers who had experienced Commitment Development Programme rather than those who had not experienced Commitment Development Programme.
7. Significant high development of commitment towards community was observed in student teachers who had experienced Commitment Development Programme rather than those who had not experienced Commitment Development Programme.

8. Significant high development of commitment towards profession was observed in student teachers who had experienced Commitment Development Programme rather than those who had not experienced Commitment Development Programme.

9. Significant high development of commitment towards expert equisition was observed in student teachers who had experienced Commitment Development Programme rather than those who had not experienced Commitment Development Programme.

10. Significant high development of commitment towards basic values of life was observed in student teachers who had experienced Commitment Development Programme rather than those who had not experienced Commitment Development Programme.

11. Significant high development of commitment was observed in student teachers who had experienced Commitment Development Programme rather than those who had not experienced Commitment Development Programme.

12. Significant high development of commitment was observed in female student teachers rather than male teacher educators who had experienced Commitment Development Programme.

13. Significant high development of commitment was observed in student teachers having science stream as their educational stream rather than teacher educators having commerce and arts stream as their educational stream amongst those who had experienced Commitment Development Programme.

14. Significant high development of commitment was observed in student teachers having high educational achievement rather than teacher educators having medium and low educational achievement amongst those who had experienced Commitment Development Programme.
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