Effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests squarely on the teacher educators. The present investigation was intended to study the professional commitment in relation to thinking style and teachers' effectiveness of teachers working in teachers training institutions of Haryana. For the purpose, a sample of 350 teachers, teaching in teacher’s training institutions of four districts namely –Panipat and Kurukshetra (Ambala Division), Rewari and Gurgaon (Gurgoan Division), Jind and Bhiwani (Hisar Division) and Rohtak and Jhajjar (Rohtak Division) of Haryana was randomly selected. Professional Commitment Scale (PCS) by Kanchan Kohli, Job Value Questionnaire (JVQ) by Seema Sanghi, Teachers’ Effectiveness Scale (TES) by Dr. Pramod Kumar and Dr. D.N. Mutha and Thinking Style Questionnaire (TSQ) made by Investigator himself were used to collect the data. The major findings of the study were: It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent are less committed. It has been found that out of 100, 46 percent teachers of self finance teacher training institutions are highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed. It has been found that out of 100, 16 percent teachers of Govt./Govt. aided teacher training institution are highly committed to their profession while 43 percent has been found to be moderately committed and 41 percent of them are less committed. There is significant positive correlation exists between the professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions. There is non-significant correlation exists between the professional commitment and job value of the teachers working in teacher training institutions. There is significant positive correlation exists between the professional commitment and thinking style of the teachers working in teacher training institutions. There is
significant difference in the professional commitment level of the teachers working in self finance and Govt./Govt. aided teacher training institutions. Teachers of self finance institutions are more committed to their profession than teachers of Govt/Govt aided institutions. There is significant difference in the professional commitment level of the male teachers working in self finance and Govt./Govt. aided teacher training institutions. Male teachers of self finance institutions are more committed to their profession than the male teachers of Govt/Govt aided institutions. There is significant difference in the professional commitment level of the female teachers working in self finance and Govt./Govt. aided teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the female teachers of Govt/Govt aided institutions. There is significant difference in the professional commitment level of the male and female teachers working in self finance teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the male teachers of self finance institutions. There is significant difference in the professional commitment level of the male and female teachers working in Govt./Govt. aided teacher training institutions. Female teachers of Govt./Govt aided institutions are more committed to their profession than the male teachers of Govt./Govt aided institutions.

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