SIGNIFICANCE OF THE STUDY:

The constitutional mandate of universalization of elementary education can be achieved in the near future only through professionally competent and intrinsically committed teachers. This confers greater responsibility on policy makers, teacher preparation institutions and management systems to ensure the availability if such teachers in the classrooms and outside the classrooms for each and every child of the nation.

Teacher preparation needs to be viewed in the global context and all new initiatives are to be planned accordingly. In the Indian context, a teacher is a person who is supposed to ensure enrolment, create an environment for retention of children in the schools and produce high quality of learner attainments even in conditions of deficiencies and deprivations. The policies, practices and reforms in teacher education need to take note of the fact that our expectations from the teachers are ever increasing while the national support which the teachers deserve may not be available in the desired measure.

There is no denying the fact that deterioration in the quality of teacher education has also taken to a large extent due to lack of commitment towards the profession in respect of many intraneous and extraneous factors. No nation can afford to entrust young impressionable children to teachers who are professionally unprepared to look after them. Thus teacher education is an important aspect of the entire educational system.

According to Programme of Action 1992, professional commitment and overall competencies of teachers leave much to be desired. The attitude and commitment of teachers have changed in the present scenario. To train up teachers with a proper attitude towards social goals of education and to achieve commitment towards the profession, learner, society and the parents so as to achieve excellence in the teaching learning process is the need of the hour.

Commitment to the teaching profession requires the approach of Kanter’s Control Commitment(Kanter,1968). A normative view of commitment proposed by Weiner and Vardi (1980) puts commitment as value-based, normative evaluations of organization-
related behaviours. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their commitment can be enhanced to the optimum level.

Commitment plays a decisive role in effective teaching. The more a teacher is committed more he would acquire competencies and more he would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through their professional expertise and appropriate utilization of relevant competencies. Various research studies have revealed that commitment enhances job satisfaction, performance and reduces the absenteeism.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow beings.

Teachers are not mere knowledge providers as in the earlier days. Today the role of the teachers has changed. Earlier the education was teacher centered which has changed now to student centered. Today’s teachers are the guide, philosophers, facilitator of information, motivator, and counselor and also the confidant of the students. The teachers are responsible for creating a positive attitude in the minds of the students.

The attitudes and relationships which teachers have to their educational environment are important to all parties involved in education. Teachers, school divisions and professional associations are interested in enhancing teacher commitment to specific aspects or combinations of organization, profession and union. Such commitment may be viewed as an assumed requisite for increasing the effectiveness of the educational enterprise. Variables which may influence the nature and degree of these commitments are also of interest to educators.