

# Professional Commitment Among B.Ed. Trainees: A Comparative Study of Grant-in-Aid and Unaided Colleges in Mysuru

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## Abstract:

This study comparatively analyzes the professional commitment of B.Ed. trainees in the Grant-in-Aid and Unaided colleges in Mysuru affiliated with the University of Mysore. Employing a descriptive survey method, the research evaluates a random sample of 428 trainees (191 Grant-in-Aid and 237 Unaided) using the standardized Professional Commitment Scale by Kaur, Ranu, and Brar. The investigation specifically assesses five critical dimensions: commitment to the learner, society, profession, excellence, and basic human values. Results indicate that trainees in both colleges possess a "Average/ Moderate level" of professional commitment. Furthermore, the findings reveal no statistically significant difference between trainees of Grant-in-Aid and Unaided colleges across any of the dimensions studied. The results show that both students of Grant-in-Aid and Unaided colleges have a similar professional outlook. This highlights the need for teacher training programs to better motivate and prepare future teachers for the challenges of modern classrooms.

**Keywords:** Professional Commitment, Teacher Trainees, B.Ed. Students, Comparative Study, Grant-in-Aid and Unaided colleges, Teacher Education, Mysuru.

## I. INTRODUCTION:

Professional commitment is considered an essential attribute for prospective teachers, as it reflects their dedication, responsibility, and willingness to contribute effectively to the teaching profession. In teacher education programmes such as the Bachelor of Education (B.Ed.), developing a strong sense of professional commitment is crucial for preparing competent and responsible educators who can meet the evolving demands of the education system. Various institutional factors, including the type of college, academic environment, and available resources, may influence the level of commitment among teacher trainees. In this context, Grant-in-Aid and Unaided colleges often differ in terms of infrastructure, institutional support, and learning opportunities, which may affect the professional outlook of trainees. Therefore, examining the professional commitment of B.Ed. trainees across these two types of institutions becomes important for understanding variations in their professional attitudes and dedication towards teaching. Hence, the present study attempts to compare the level of professional commitment among B.Ed. trainees studying in Grant-in-Aid and Unaided Colleges in Mysuru.

## II. LITERATURE REVIEW:

**Sharma and Goswami (2025)** conducted a comparative study to examine the level of professional commitment among B.Ed. and M.Ed. trainees. Using a descriptive survey method, the study analyzed differences in commitment towards the teaching profession among prospective teachers in teacher education programmes. The findings indicated variations in professional commitment between the two groups, highlighting the importance of teacher education programmes in developing professional dedication among future educators.

**Sharma (2025)** examined the relationship between professional commitment and values among secondary school teachers. The study employed a survey method to assess how teachers' value orientation influences their level of commitment towards the teaching profession. The findings revealed a significant relationship between teachers' values and their professional commitment, indicating that strong value orientation contributes to greater dedication to the profession.

**Anber, Maqbool, and Saleem (2025)** conducted a comparative study to examine the relationship between professional commitment and teaching performance among contractual and regular teachers. Using a survey method, the study analyzed differences in professional dedication and effectiveness in teaching between the two groups. The findings indicated that professional commitment plays a significant role in influencing teachers' teaching performance.

**Lukose and Huntsoe (2024)** investigated professional commitment as a predictor of teachers' effectiveness in secondary schools. The study employed a survey method to analyze the relationship between teachers' level of professional commitment and their teaching effectiveness. The findings revealed that professional commitment significantly predicts teachers' effectiveness, indicating that higher commitment leads to improved teaching performance.

**Kumar and Bala (2024)** conducted a study to examine the level of professional commitment among teacher educators. Using a survey method, the study analyzed the extent to which teacher educators demonstrate dedication and responsibility towards their profession. The findings revealed that teacher educators showed a moderate to high level of professional commitment, emphasizing the importance of commitment in enhancing the quality of teacher education.

**Kumar (2024)** conducted a study to examine professional commitment among college teachers in relation to their teaching experience and place of residence. The study adopted a survey method to analyze differences in commitment among teachers based on these variables. The findings indicated that professional commitment varies with teachers' experience and residential background, highlighting their influence on dedication to the teaching profession.

**Mahajan and Kauts (2022)** conducted a study to examine the level of professional commitment among secondary school teachers of Punjab with respect to the type of schools. Using a survey method, the study compared professional commitment between teachers working in different categories of schools. The findings revealed significant differences in professional commitment among teachers based on the type of school, indicating that institutional context influences teachers' dedication to their profession.

**Indu and Jena (2022)** conducted a study to examine the relationship between professional commitment and locus of control among secondary school teachers. Using a survey method, the study analyzed how teachers' internal or external locus of control influences their commitment towards the teaching profession. The findings revealed a significant relationship between locus of control and professional commitment, indicating that teachers with a stronger internal locus of control tend to show higher professional commitment.

**Espra and Valle (2022)** conducted a study to examine the relationship between job satisfaction and professional commitment among teachers. The study employed a survey method to analyze how teachers' level of job satisfaction influences their commitment to the teaching profession. The findings revealed a significant positive relationship between job satisfaction and professional commitment, indicating that higher job satisfaction enhances teachers' dedication to their profession.

### III. OBJECTIVES:

The present study was undertaken to achieve the following objectives:

1. To study the level of Professional Commitment among B.Ed. Trainees of Grant-in-Aid and Unaided college.
2. To compare the B.Ed. Trainees of Grant-in-Aid and Unaided college on various dimensions of Professional Commitment.

### IV. HYPOTHESES:

1. There is no significant difference between B.Ed. Trainees of Grant-in-Aid and Unaided colleges 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. Six B.Ed. colleges of Mysuru were randomly selected. There were total 428 B.Ed. trainees as sample (191 Grant-in-Aid and 237 Unaided). 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 Arts and Science 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 Professional Commitment among B.Ed. Trainees of Grant-in-Aid and Unaided colleges.

**Table 1.1: Percentage Distribution of Professional Commitment Levels Among B.Ed. Trainees of Grant-in-Aid and Unaided colleges.**

<b>Level of Professional Commitment</b>	<b>N</b>	<b>Percentage</b>
Extremely High Professional Commitment	3	0.70
High Professional Commitment	42	9.81
Above Average Professional Commitment	141	32.95
Average Professional Commitment	162	37.85
Below Average Professional Commitment	47	10.98
Low Professional Commitment	25	5.84
Extremely Low Professional Commitment	8	1.87
<b>Total</b>	<b>428</b>	<b>100.00</b>
<b>Mean Score</b>	<b>170.25</b>	

Table 1.1 illustrates the percentage distribution of professional commitment levels among a sample of 428 B.Ed. trainees from Grant-in-Aid and Unaided colleges, revealing that the vast majority of participants possess moderate to high levels of dedication. The data shows that 37.85% of trainees exhibit an "Average" level of commitment, followed closely by 32.95% in the "Above Average" category. While nearly 10% of the sample demonstrates "High" professional commitment, a very small fraction (0.70%) reaches the "Extremely High" tier. Conversely, about 18.69% of trainees fall below the average mark, with 10.98% categorized as "Below Average," 5.84% as "Low," and 1.87% as "Extremely Low". Overall, the group maintained a mean professional commitment score of 170.25, indicating a generally positive professional outlook across the sampled institutions.

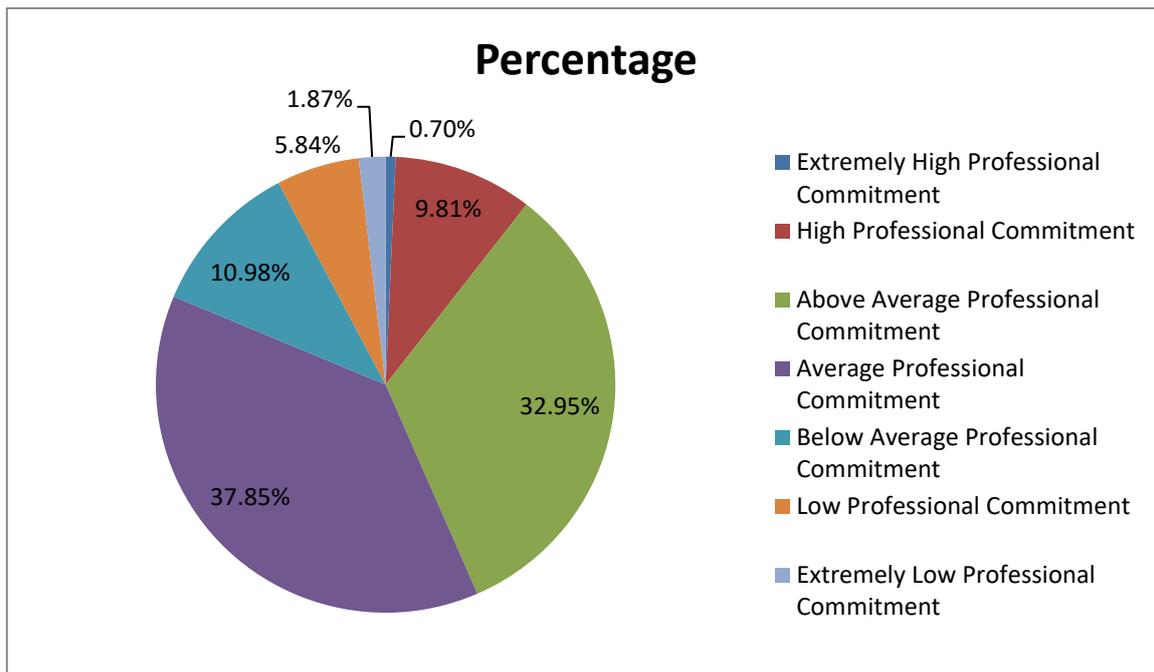


Fig. 1.1: Percentage Distribution of Professional Commitment Levels Among B.Ed. Trainees of Grant-in-Aid and Unaided colleges.

**Table 1.2: Comparative Distribution of Professional Commitment Levels by B.Ed. Trainees of Grant-in-Aid and Unaided colleges.**

Levels of Professional Commitment	Grant-in-Aid		Unaided	
	N	Percentage	N	Percentage
Extremely High Professional Commitment	1	0.52	2	0.84
High Professional Commitment	22	11.52	20	8.44
Above Average Professional Commitment	64	33.51	77	32.49
Average Professional Commitment	69	36.13	93	39.24
Below Average Professional Commitment	19	9.95	28	11.81
Low Professional Commitment	12	6.28	13	5.49
Extremely Low Professional Commitment	4	2.09	4	1.69
<b>Total</b>	<b>191</b>	<b>100.00</b>	<b>237</b>	<b>100.00</b>

Table 1.2 presents a comparative distribution of professional commitment levels between B.Ed. trainees from Grant-in-Aid (N=191) and Unaided (N=237) colleges, indicating that both groups share a similar concentration in the middle-tier commitment categories. Trainees from Grant-in-Aid colleges show a slightly higher tendency toward the "High" commitment category at 11.52% compared to 8.44% in

Unaided colleges, while the "Average" commitment level is more prevalent among Unaided trainees at 39.24% versus 36.13% in the Grant-in-Aid group. The data further reveals that "Above Average" commitment levels are nearly identical between the two groups, recorded at 33.51% for Grant-in-Aid and 32.49% for Unaided institutions. At the lower end of the spectrum, Unaided colleges have a slightly higher percentage of trainees in the "Below Average" category (11.81%) compared to their Grant-in-Aid counterparts (9.95%), though both groups maintain very low percentages in the "Extremely High" and "Extremely Low" tiers.

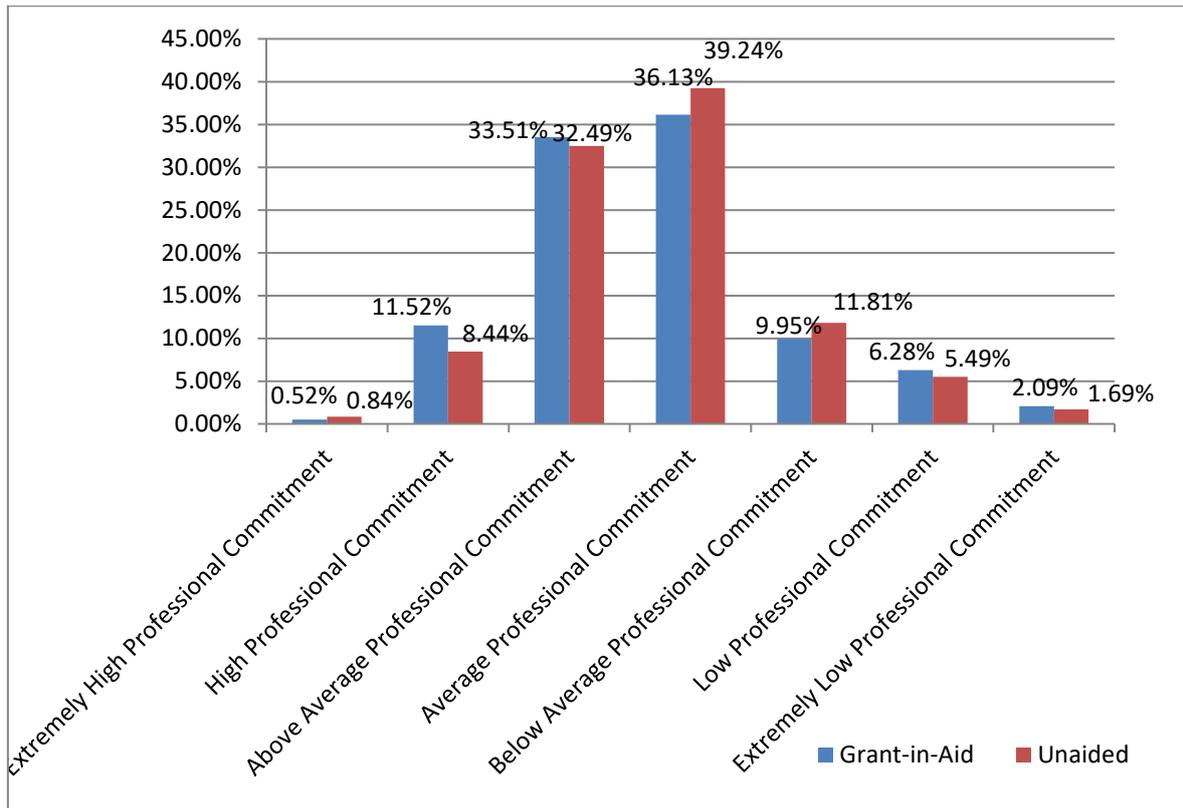


Fig. 1.2: Comparative Percentage Distribution of Professional Commitment Levels by B.Ed. Trainees of Grant-in-Aid and Unaided colleges.

**SECTION ‘B’-COMPARTIVE ANALYSIS**

Comparative analysis of B.Ed. trainees of Grant-in-Aid and Unaided colleges on various dimensions of Professional Commitment.

**Table 2.1: Comparison of Professional Commitment (Commitment to the Learner) Between B.Ed. trainees of Grant-in-Aid and Unaided colleges**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to the Learner	Grant-in-Aid	191	36.68	4.86	0.6327	**
	Unaided	237	36.46	4.65		

\*\*= not significant at 0.05

Table 2.1 provides a statistical comparison of the "Commitment to the Learner" dimension between B.Ed. trainees from Grant-in-Aid (N=191) and Unaided (N=237) colleges. The analysis reveals that trainees from Grant-in-Aid colleges achieved a slightly higher mean score of 36.68 (sigma=4.86)

compared to the mean score of 36.46 ( $\sigma=4.65$ ) observed in the Unaided group. Despite this slight numerical difference, the calculated t-value of 0.6327 indicates that there is no statistically significant difference between the two groups at the 0.05 level. This suggests that the type of institution, whether government-aided or private does not substantially influence the specific level of commitment these trainees feel toward their future learners.

**Table 2.2: Comparison of Professional Commitment (Commitment to the Society) Between B.Ed. trainees of Grant-in-Aid and Unaided colleges**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to the Society	Grant-in-Aid	191	34.50	4.24	0.6550	**
	Unaided	237	34.32	3.96		

\*\*= not significant at 0.05

Table 2.2 provides a statistical comparison of the "Commitment to the Society" dimension between B.Ed. trainees from Grant-in-Aid (N=191) and Unaided (N=237) colleges. The analysis indicates that trainees from Grant-in-Aid institutions achieved a mean score of 34.50 with a standard deviation of 4.24, while those from Unaided colleges recorded a slightly lower mean of 34.32 with a standard deviation of 3.96. The resulting t-value of 0.6550 is not significant at the 0.05 level, suggesting that there is no substantial difference in the level of social commitment between trainees based on their college's funding type.

**Table 2.3: Comparison of Professional Commitment (Commitment to the Profession) Between B.Ed. trainees of Grant-in-Aid and Unaided colleges**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to the Profession	Grant-in-Aid	191	32.43	4.62	0.9059	**
	Unaided	237	32.48	4.32		

\*\*= not significant at 0.05

Table 2.3 provides a statistical comparison of the "Commitment to the Profession" dimension between B.Ed. trainees from Grant-in-Aid (N=191) and Unaided (N=237) colleges. The analysis reveals that trainees from Unaided colleges achieved a slightly higher mean score of 32.48 with a standard deviation of 4.32, compared to a mean score of 32.43 and a standard deviation of 4.62 for those in Grant-in-Aid institutions. The resulting t-value of 0.9059 is marked as not significant at the 0.05 level, indicating that the type of college management does not lead to a statistically significant difference in how committed these trainees are to the teaching profession.

**Table 2.4: Comparison of Professional Commitment (Commitment to Achieve Excellence) Between B.Ed. trainees of Grant-in-Aid and Unaided colleges**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Achieve Excellence	Grant-in-Aid	191	31.92	4.54	0.7074	**
	Unaided	237	32.07	3.79		

\*\*= not significant at 0.05

Table 2.4 presents a statistical comparison of the "Commitment to Achieve Excellence" dimension between B.Ed. trainees from Grant-in-Aid (N=191) and Unaided (N=237) colleges. The analysis indicates that trainees from Unaided colleges achieved a slightly higher mean score of 32.07 with a standard deviation of 3.79, while those from Grant-in-Aid institutions recorded a mean of 31.92 and a standard deviation of 4.54. The resulting t-value of 0.7074 is not significant at the 0.05 level, which demonstrates that there is no statistically significant difference in the drive for excellence between trainees regardless of their college's funding or management type.

**Table 2.5: Comparison of Professional Commitment (Commitment to Basic Human Values) Between B.Ed. trainees of Grant-in-Aid and Unaided colleges**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Commitment to Basic Human Values	Grant-in-Aid	191	35.10	3.36	0.1330	**
	Unaided	237	34.61	3.43		

\*\*= not significant at 0.05

Table 2.5 presents a statistical comparison of the "Commitment to Basic Human Values" dimension between B.Ed. trainees from Grant-in-Aid (N=191) and Unaided (N=237) colleges. The data indicates that trainees from Grant-in-Aid institutions achieved a mean score of 35.10 with a standard deviation of 3.36, while those from Unaided colleges recorded a mean of 34.61 and a standard deviation of 3.43. The resulting t-value of 0.1330 is not significant at the 0.05 level, demonstrating that there is no statistically significant difference in the commitment to basic human values between trainees from these two types of educational institutions.

**Table 2.6: Comparison of Overall Professional Commitment Between B.Ed. trainees of Grant-in-Aid and Unaided colleges**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Professional Commitment	Grant-in-Aid	191	170.63	16.42	0.6579	**
	Unaided	237	169.94	15.79		

\*\*= not significant at 0.05

Table 2.6 provides a statistical comparison of the overall professional commitment scores between B.Ed. trainees from Grant-in-Aid (N=191) and Unaided (N=237) colleges. The analysis reveals that trainees from Grant-in-Aid institutions achieved a slightly higher mean score of 170.63 with a standard deviation of 16.42, while those from Unaided colleges recorded a mean of 169.94 and a standard deviation of 15.79. The resulting t-value of 0.6579 is not significant at the 0.05 level, indicating that there is no statistically significant difference in the total professional commitment between trainees based on their college's funding and management structure.

## VII. DISSCUSSION:

The findings of the present study reveal that the majority of B.Ed. trainees from both Grant-in-Aid and Unaided colleges in Mysuru possess moderate to above-average levels of professional commitment. The comparative analysis across the five dimensions - commitment to the learner, commitment to society, commitment to the profession, commitment to achieve excellence, and commitment to basic human values, showed no statistically significant differences between trainees of the two types of institutions. This indicates that the institutional management or funding pattern does not significantly influence the professional commitment of B.Ed. trainees. The results suggest that teacher education programmes

offered by both Grant-in-Aid and Unaided colleges provide similar professional orientation and training experiences, which contribute to the development of comparable levels of professional commitment among prospective teachers.

### **VIII. IMPLICATIONS:**

The findings of the present study have several implications for teacher education and educational practice. Since the results indicate that B.Ed. trainees from both Grant-in-Aid and Unaided colleges demonstrate similar levels of professional commitment, teacher education institutions should continue to emphasize the development of professional values, dedication, and ethical responsibility among future teachers. The study highlights the importance of strengthening training programmes that promote commitment to learners, society, the teaching profession, excellence, and basic human values. Teacher educators and curriculum planners may use these findings to design activities, workshops, and reflective practices that further enhance professional commitment among trainees. Additionally, educational administrators and policymakers may ensure that both Grant-in-Aid and Unaided colleges maintain quality teacher education programmes that foster professional attitudes and commitment necessary for effective teaching and educational development.

### **IX. CONCLUSION:**

The study concludes that B.Ed. trainees of Grant-in-Aid and Unaided colleges in Mysuru exhibit generally positive levels of professional commitment toward their future teaching profession. The statistical analysis revealed that there is no significant difference between the two groups across the various dimensions of professional commitment as well as in overall commitment. This indicates that teacher education institutions, irrespective of their management type, play an important role in fostering professional values and dedication among teacher trainees. Therefore, both Grant-in-Aid and Unaided colleges appear to be equally effective in nurturing professional commitment among future educators.

### **X. DELIMITATIONS OF THE STUDY:**

The present study was delimited to B.Ed. trainees studying in colleges affiliated with the University of Mysore and located in Mysuru city. Only six B.Ed. colleges were selected for the study, and the sample consisted of 428 trainees from Grant-in-Aid and Unaided institutions. The investigation was limited to the measurement of professional commitment using the Professional Commitment Scale for Teachers (PCST) developed by Kaur, Ranu, and Brar. Furthermore, the study considered only selected dimensions of professional commitment and did not take into account other variables such as gender, subject specialization, socio-economic background, or academic achievement.

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