



## Professional Commitment in Teacher Education: A Comparative Analysis of B.Ed. and M.Ed. Trainees

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### ABSTRACT

The effectiveness of teacher education programs is not only determined by academic achievement but also the level of professional commitment demonstrated by trainees. This study aims to compare the professional commitment of Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) teacher education trainees. Using a descriptive survey method, a sample of 400 trainees (200 B.Ed. and 200 M.Ed.) was selected through stratified random sampling from recognised colleges of education. A standardised Professional Commitment Scale was administered, and the data were analysed using descriptive statistics and independent sample t-tests. The results revealed a statistically significant difference in the professional commitment levels of B.Ed. and M.Ed. trainees, with B.Ed. trainees showing higher commitment. However, no significant difference was observed when the data were analysed gender-wise between B.Ed. and M.Ed. male trainees and between B.Ed. and M.Ed. female trainees. The findings highlight the need for interventions at the postgraduate level to sustain and enhance professional commitment. Recommendations include motivational programmes, reflective practices, mentorship, and field-based learning in M.Ed. curricula. This study contributes to the understanding of how teacher training programmes can be tailored to nurture committed professionals in education.

**KEYWORDS:** Professional Commitment, Teacher Education, B.Ed. Trainees, M.Ed. Trainees, Comparative Study, Gender Differences, Teacher Development.

### INTRODUCTION

Education has an important impact on developing individuals and, through them, the society at large. At the heart of this transformative process stands the teacher, whose professional identity and commitment profoundly influence the quality of education delivered. In the context of teacher education, professional commitment is a critical dimension that reflects the extent to which future educators internalise the values, responsibilities, and ethical standards associated with the teaching profession. It encompasses a teacher's dedication to student learning, adherence to professional ethics, willingness to engage in continuous learning, and the drive to contribute meaningfully to the educational community.

With the growing emphasis on quality education, teacher preparation programmes such as the Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) have become increasingly important in equipping prospective teachers with the necessary pedagogical knowledge and skills. The B.Ed. program primarily serves as an entry-level professional qualification for aspiring teachers; the M.Ed. program is designed to deepen pedagogical understanding, encourage research orientation, and enhance leadership capabilities. As such, one may reasonably expect differences in the levels of professional commitment among trainees enrolled in these programmes.

This paper's focus on comparative analysis of professional commitment between B.Ed. and M.Ed. trainees provides helpful information regarding the impact of academic progression and training exposure on teacher professionalism. It also helps identify areas where teacher education programmes may need to concentrate more intensely to foster a deeper sense of professional identity. Therefore, this study seeks to examine and compare the professional commitments of B.Ed. and M.Ed. teacher education trainees, exploring the variations and factors influencing their professional attitudes and behaviours.

### REVIEW OF RELATED LITERATURE

Professional commitment in teacher education has emerged as a significant area of research, particularly as education systems globally strive to enhance teacher quality and accountability. Recent studies highlight that professional commitment among teacher trainees is influenced by various factors, including the level of teacher education, institutional environment, and personal aspirations.

In the Indian context, **Rani and Sharma (2021)** conducted a study on professional commitment among B.Ed. trainees in Delhi and found that the trainees displayed a moderate level of commitment, with significant variations across government and private institutions. The study emphasised that institutional support and mentorship played a critical role in shaping trainees' attitudes toward the teaching profession.

Similarly, **Patel and Verma (2022)** compared the professional commitment of B.Ed. and M.Ed. trainees in Gujarat and revealed that M.Ed. students exhibited significantly higher commitment levels due to their broader exposure to research, pedagogical theories, and field experiences. The study also noted that female trainees, irrespective of their course, tended to show greater professional dedication, possibly due to stronger intrinsic motivation.

On an international level, **Kara and Uygun (2020)** examined the professional commitment of pre-service teachers in Turkey and reported that advanced-level teacher education students, such as those pursuing master's programs, demonstrated deeper engagement with professional values and ethics. This was attributed to their increased maturity and the reflective practices embedded in postgraduate coursework.

**Lee and Cho (2023)** in South Korea also found that M.Ed. trainees possessed a higher level of commitment compared to their B.Ed. counterparts, owing to their active involvement in academic research and professional communities. They argued that advanced academic training encourages an active attitude toward innovation and policy reform in education.

Additionally, a comparative study by **Ahmed et al. (2021)** in the UAE found that postgraduate students had higher commitment levels, viewing teaching as a long-term career rather than a stepping stone. The study concluded that professional commitment is positively correlated with academic maturity, long-term career goals, and engagement with continuous professional development.

Collectively, these studies underscore a consistent trend across both Indian and international settings: teacher trainees enrolled in M.Ed. programs tend to display higher levels of professional commitment than those in B.Ed. The enhanced curriculum, research exposure, and reflective practices embedded in postgraduate teacher education appear to be pivotal factors. These findings point toward the need for reinforcing commitment-building components in B.Ed. curricula to bridge the gap and better prepare trainees for the demands of the teaching profession.

## OBJECTIVE

1. To study the professional commitment of the trainees of Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) in teacher education.
2. To study the professional commitment of the trainees of Bachelor of Education (B.Ed.) in teacher education.
3. To study the professional commitment of the trainees of Master of Education (M.Ed.) in teacher education.

## METHODOLOGY

### □ RESEARCH METHOD:

The present study employed a **Descriptive Survey** method of research to compare the professional commitment of teacher education trainees pursuing Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) programmes. The survey method was considered appropriate for this study as it enables the collection of quantitative data from a relatively large population in a natural educational setting, thereby allowing for generalisable and comparative findings.

### □ VARIABLES:

In the present study, Level of teacher education (B.Ed. and M.Ed.) is the Independent Variable, while Professional Commitment is Dependent Variable.

### □ POPULATION AND SAMPLING:

In this study, the target population consists of B.Ed. and M.Ed. students from the Jaipur region, with a sample size of 400 from these programs. The purposive sampling method was used to select the sample.

### □ HYPOTHESIS

1. There is no significant difference found in the professional commitment of the trainees of Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) in teacher education.

**Table: 01**

Group	N	Mean	Standard Deviation	t-Ratio	DF Value	Signification Level (0.05)	Result
B.Ed.	200	165.51	41.526	2.066	398	1.966	Hypothesis
M.Ed.	200	156.72	43.538				Rejected

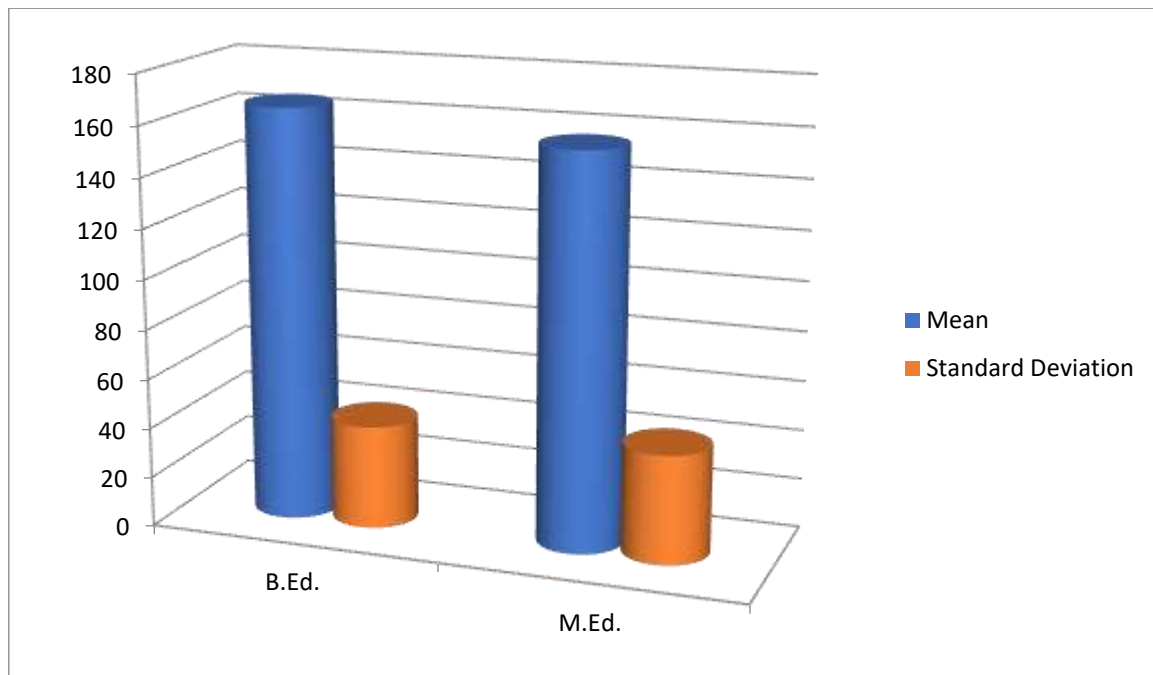
## RESULTS AND DISCUSSION

To compare the professional commitment of B.Ed. and M.Ed. teacher education trainees, an independent sample t-test was conducted. The analysis revealed that the mean professional commitment score of B.Ed. trainees (Mean = 165.51, SD = 41.526) was higher than that of M.Ed. trainees (Mean =

156.72, SD = 43.538). The calculated t-ratio was 2.066, which exceeds the critical value of 1.966 at the 0.05 level of significance with 398 degrees of freedom. This indicates that the difference between the two groups is statistically significant. Therefore, the null hypothesis stating that there is no significant difference in the professional commitment of B.Ed. and M.Ed. trainees is rejected. The findings suggest that B.Ed. trainees demonstrate a significantly higher level of professional commitment compared to M.Ed. trainees. This may be attributed to the fact that B.Ed. students are more actively engaged in teaching-related fieldwork and may possess stronger initial motivation toward the teaching profession, whereas M.Ed. trainees might be more research-focused or inclined toward academic careers beyond classroom teaching.

### GRAPHICAL PRESENTATION

Fig. 01



2. There is no significant difference found in the professional commitment of the male trainees of Bachelor of Education (B.Ed.) and Male trainees of Master of Education (M.Ed.) in teacher education.

Table: 02

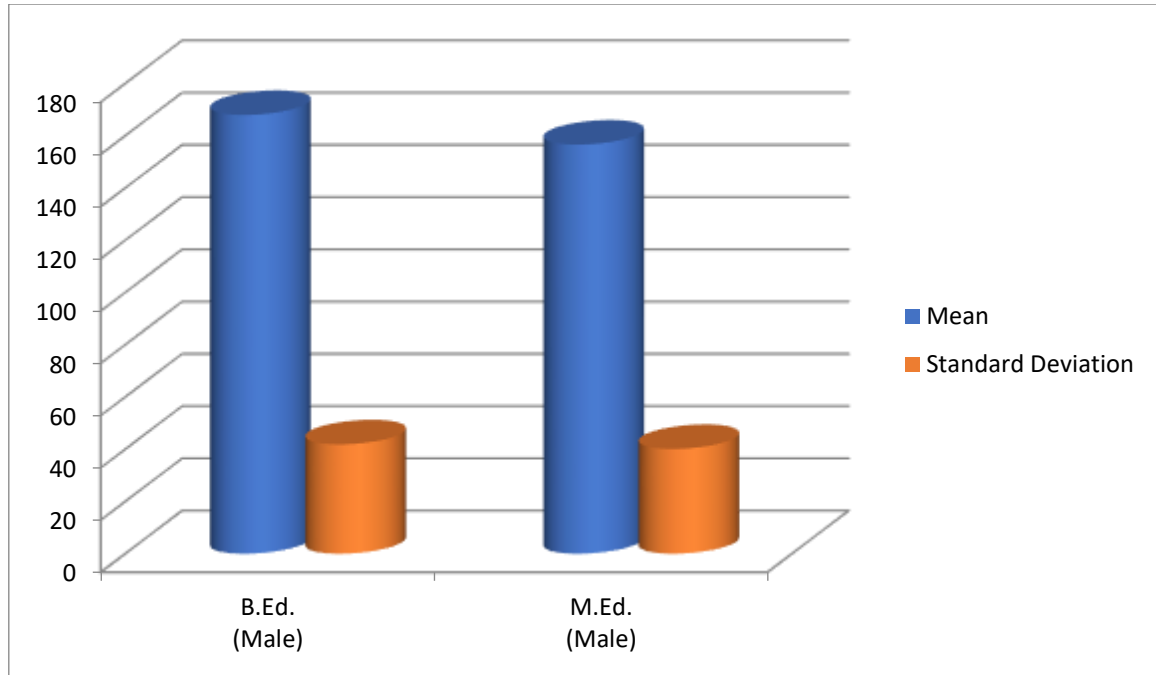
Group	N	Mean	Standard Deviation	t-Ratio	DF Value	Signification Level (0.05)	Result
B.Ed. (Male)	100	167.97	41.861	1.85	198	1.972	Hypothesis Accepted
M.Ed. (Male)	100	156.62	40.109				

### RESULTS AND DISCUSSION

An independent sample t-test was conducted to examine the difference in professional commitment between male B.Ed. and male M.Ed. teacher education trainees. The mean score of male B.Ed. trainees was 167.97 (SD = 41.861), while that of male M.Ed. trainees was 156.62 (SD = 40.109). The calculated t-value was 1.85, which is less than the critical t-value of 1.972 at the 0.05 significance level with 198 degrees of freedom. As the calculated t-value does not exceed the critical value, the result is not statistically significant. Therefore, the null hypothesis stating that there is no significant difference in the professional commitment of male B.Ed. and male M.Ed. trainees is accepted. This indicates that although the mean score of B.Ed. male trainees is slightly higher, the difference is not significant enough to conclude a true variation in professional commitment levels between the two groups.

### GRAPHICAL PRESENTATION:

Fig. 02



3. There is no significant difference in the professional commitment of female Bachelor of Education (B.Ed.) and female Master of Education (M.Ed.) trainees in teacher education.

**Table: 03**

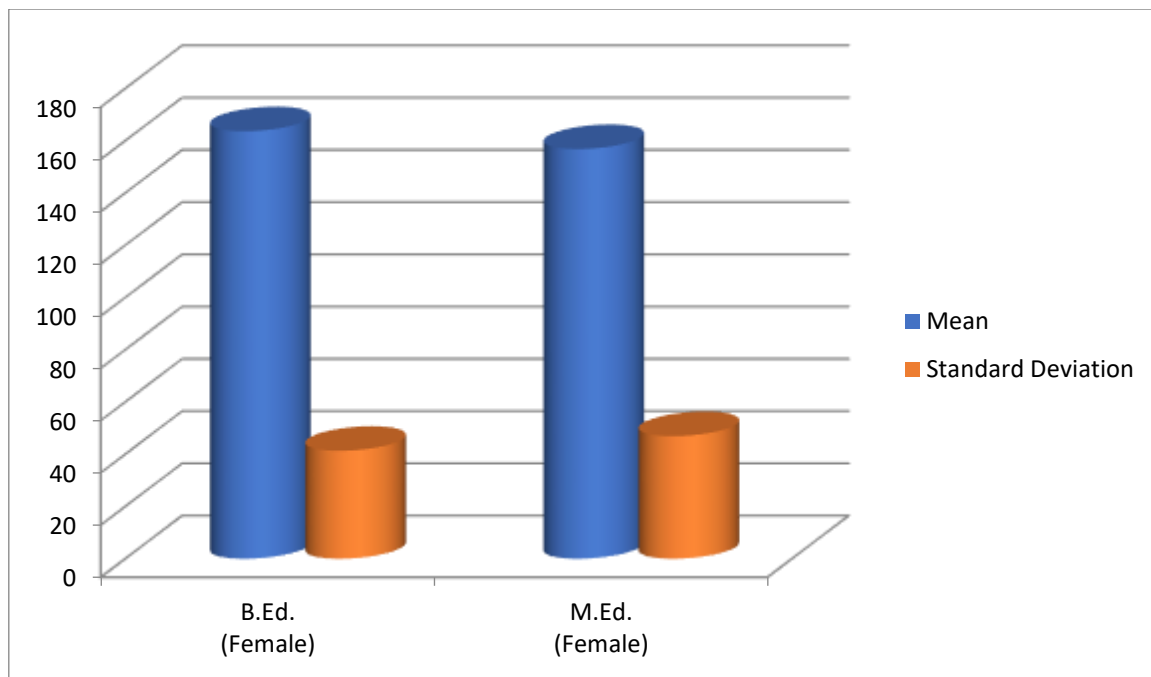
Group	N	Mean	Standard Deviation	t-Ratio	DF Value	Signification Level (0.05)	Result
B.Ed. (Female)	100	163.65	41.314	1.09	198	1.972	Hypothesis Accepted
M.Ed. (Female)	100	156.82	46.921				

### RESULTS AND DISCUSSION

An independent sample t-test was carried out to compare the professional commitment of female B.Ed. and female M.Ed. teacher education trainees. The mean professional commitment score of female B.Ed. trainees was 163.65 (SD = 41.314), while that of female M.Ed. trainees was 156.82 (SD = 46.921). The computed t-ratio was 1.09, which is less than the critical t-value of 1.972 at the 0.05 significance level with 198 degrees of freedom. Since the calculated t-value does not exceed the critical value, the difference between the two groups is not statistically significant. Hence, the null hypothesis stating that there is no significant difference in the professional commitment of female B.Ed. and female M.Ed. trainees is accepted. This suggests that, although female B.Ed. trainees had a slightly higher mean score, the observed difference is not large enough to be considered statistically meaningful.

### GRAPHICAL PRESENTATION:

**Fig. 03**



## CONCLUSIONS

Based on the statistical analysis and interpretation of data, the following conclusions can be drawn from the study:

- Overall Comparison (B.Ed. vs M.Ed.):** There is a statistically significant difference in the professional commitment of B.Ed. and M.Ed. teacher education trainees. B.Ed. trainees demonstrated higher professional commitment than M.Ed. trainees. This suggests that the level of professional engagement and dedication may decline slightly at the postgraduate level, possibly due to a shift in academic focus or career orientation.
- Male Trainees (B.Ed. vs M.Ed.):** Among male trainees, no significant difference was found in professional commitment between B.Ed. and M.Ed. students. Although B.Ed. male trainees had a slightly higher mean score, the difference was not statistically significant, indicating a comparable level of commitment among both groups.
- Female Trainees (B.Ed. vs M.Ed.):** Similarly, among female trainees, there was no significant difference in professional commitment between B.Ed. and M.Ed. students. The minor variation in mean scores was not strong enough to suggest any meaningful difference in commitment levels.
- Gender-Based Observations:** Both male and female trainees across B.Ed. and M.Ed. levels displayed professional commitment within a similar range, indicating that gender was not a major influencing factor in this study.

## RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are made:

- Enhance Motivation in M.Ed. Programs:** Since M.Ed. trainees showed lower overall professional commitment compared to B.Ed. trainees, institutions should incorporate motivation-building activities, professional identity workshops, and reflective teaching practices to strengthen their engagement with the teaching profession.
- Integrate Field-Based Learning in M.Ed.:** Professional commitment may be sustained or enhanced by increasing exposure to practical teaching experiences and community-based learning even at the postgraduate level, which often focuses more on theory and research.
- Continuous Professional Development (CPD):** Both B.Ed. and M.Ed. institutions should conduct regular CPD programs, seminars, and guest lectures by experienced educators to reinforce the importance of professional commitment and ethical responsibilities.
- Mentorship Programs:** Implement structured mentorship systems where M.Ed. trainees mentor B.Ed. students or vice versa. This may promote a two-way professional dialogue and renew a sense of purpose in both groups.
- Monitor and Support Professional Attitudes:** Teacher education colleges should incorporate regular assessments of students' professional attitudes and values, providing support wherever a decline in commitment is observed.

6. **Further Research:** Future studies may explore why M.Ed. trainees show slightly less commitment, and whether external factors like career change intentions, employment status, or research focus play a role. Including qualitative interviews could enrich understanding.

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