

## **Relationship between Professional Commitment and Self Efficacy of Secondary School Teachers**

**Dr. Puneet Kaur**

**Assistant Professor, D.D. Jain College of Education,**

**Ludhiana, Punjab.**

### **Abstract**

In the present study investigator tried to find out the relationship between professional commitment and self efficacy of 250 government secondary school teachers of Ludhiana district. Results of the study revealed no significant difference in professional commitment of secondary school teachers with respect to gender, whereas significant difference was found in self efficacy of secondary school teachers with respect to gender. Moreover, significant relationship was found between professional commitment and self efficacy of secondary school teachers.

### **Introduction**

#### **Professional Commitment**

Profession is the specialized occupation that involves specific orientation and training. It is an occupation which is based upon specialized intellectual study and training. Teaching is such a profession, which requires personal commitment so that teachers should actively and enthusiastically involve in the profession. Teacher's commitment is also necessary for having quality teaching, to help teachers in times of change so that they can adjust with this change, for staying in the profession, for organizational health of the institutional and student attitudes and learning outcomes. (Firestone (1996) and Graham (1998)). A professional teacher should have two types of behavior the ability to do (professional competence, i.e., Mastery of subject matter and its efficient delivery) and the will to do (the professional commitment and integrity). Vanderberg and Scarpello (1994) defined professional commitment as “ a person's belief in and acceptance of the values of his/her chosen occupation or line of work, and willingness to maintain membership in that occupation.”

According to Tsui and Cheng (1999) Teacher commitment is related to teachers work performance and their ability to do something new and novel and integrate it into their practice which will influence student's achievement and attitudes towards school .

According to Simpson and Hood (2000) Committed teachers reflect certain behavioral characteristics such as excited about teaching and learning, connect with students, show positive attitude about students, understand students' motives, strength, need and situation.

Hence, Professional commitment is a multidimensional construct and refers to a sociopsychological bonding of an individual to his group and organization, its goals and values; or to his occupation and profession.

### Dimensions of Professional Commitment

According Dave and Rajput (1998), there are five areas or dimensions towards which the teacher should be committed. These are as follows:

1. Commitment to a learner: This dimension includes love for the learner, readiness to help the learner, concern for their all round development etc.
2. Commitment to the society: It involves awareness and concerns about impact of teachers work on the degree of advancement of families, communities and nations.
3. Commitment to the profession: Teachers must be willing to accept responsibilities of the teaching profession and feel proud for being in the teaching profession and engage themselves in continuous professional development.
4. Commitment to achieve excellence: Teacher must be committed to do everything well and with the spirit of „do it well“ attitude.
5. Commitment to basic human values: Teachers must understand and realize the importance of human values like honesty, truthfulness, cooperation, love and objectivity as the good quality of life depends on the quality of values while dealing with its problems of existence.

Thus, teaching is a passion and profession but not only a job. An inspired and committed teacher can also inspire its students. A right positive attitude of the teacher helps in achieving the ultimate goal of education through the use of resources and material according to the needs of the students. The teacher education institutions in order to equip the student teachers in addition to teaching skills, must develop positive attitude among them.

## **Self Efficacy**

One of the most important characteristics of teachers for managing classrooms is self-efficacy which can help in achieving academic excellence by influencing the lives of students. In order to manage the classrooms and achieve academic excellence there is a need of sense of belief that can make a difference in the lives of students they are teaching and that those children are learning. According to Bandura, individuals perceive their capabilities that influence choices of activities and persistence in reaching a goal and referred to these self-perceptions as self-efficacy. It is these beliefs of self-perceptions that make a teacher able to achieve their goals and accomplish their task than their actual ability. (Bandura (1986,1997); Pajaras (2002)).

Bandura (1997) stated that teacher efficacy depends on efficacy beliefs, their ability to teach subject matter as well as their efficacy beliefs in maintaining classroom discipline that establishes an environment of learning, in using resources, and in supporting parental efforts to help their children learn. Accordingly, Self efficacy deals with how we perceive our competencies. As is the perception, the person will do the course of action with that attitude and belief. Thus, perception indicates capability within the person and influences the skills they have to use to achieve the goal.

Moran and Hoy (2001) defined teacher's self-efficacy belief as "a teacher's judgment of their abilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated."

Margols and McCabe (2006) defined Self-efficacy beliefs as one's capabilities to organize and implement the course of action essential in producing given attainments.

Rotter (1966) in his article "Generalized Expectations for Internal versus External control of Reinforcement" divided teacher attitudes, i.e., locus of control into two categories, nature and nurture. In 1976, the Rand organization on the basis of his Rotter's pre-existing theory added two items regarding teacher's beliefs. These are: - general teaching efficacy and personal teaching efficacy.

General teaching efficacy teacher's beliefs that external factors such as conflict, violence or substance abuse in the home or community influence the students more than the teachers and students and this type of efficacy is known as general teaching efficacy whereas in personal teaching efficacy teachers believe that they have adequate experience and training to develop the strategies for enhancing student's learning.

Gibson and Dembo (1984) found that teachers who score high on both general teaching efficacy and personal teaching efficacy would be active and certain in their responses to students and that these teachers would continue longer, provide a greater academic focus in the classroom and exhibit different types of feedback than teachers who had lower expectations of their ability to influence student learning. Conversely, teachers who scored low on both general and personal efficacy were expected to give up readily if they did not get results.

Bandura (1977) in his social cognitive theory developed the model of self-efficacy that involved two types of expectations.

1. **Outcome expectancy:** - It refers to a person's judgment that a certain behavior will result in certain consequences.
2. **Efficacy expectancy:** - It refers to the belief that a person can successfully accomplish the behavior that results in the desired consequence, i.e., person has knowledge, skills and abilities to perform a task in order to achieve the desired level of performance. Efficacy expectations are related with confidence of an individual which he/she has to carry out an action in an effort for achieving the goal.

## **SOURCES OF SELF EFFICACY**

According to social cognitive theory, motivation comes through many links between goal setting and self efficacy. Bandura (1977) proposed four sources of self efficacy. These are as follows:

1. **Mastery Experiences:** - Accordingly if a person experiences easy successes every time they will come to expect quick results and are easily discouraged by failures. But, if a person experiences success by obstacles and through continuous and sustained efforts, a good sense of efficacy develops.
2. **Vicarious Experience:** - According to this, self-efficacy can be increased by observing others success in task, the person assumes he/she also possesses the capabilities to perform the task.
3. **Social Persuasion:** - Social Persuasion is the third source of enhancing people's self efficacy beliefs. When teachers are praised and persuaded by colleagues and supervisors that they can teach successfully, surely, it will increase teacher's self efficacy.

4. **Physiological and Affective States** :- Physiological and Affective States is the fourth source of enhancing people's efficacy beliefs. If teachers possess excitement, enthusiasm, readiness, it will help to successfully accomplish the task whereas stress, anxiety and other negative states can lead to negative judgments of teacher's abilities and skills.

Also, teacher efficacy as a motivational construct proposes that the amount of efforts a teacher will expand and the persistence a teacher will show in the face of obstacles in a teaching situation is affected by level of efficacy.

Researches reveal that self-efficacy can be enhanced among teachers when they actually face the classrooms, interact with the students. This develops competencies and confidence among teachers which further leads to increase in the level of efficacy. Thus, self-efficacy is an important variable among teachers 'as it influences their work in workplace and helps in developing a plan for managing their classrooms in a proper manner.

### **Review of Related Literature**

Ford et.al. (2015) investigated how Compass has shaped teachers support, self efficacy, autonomy and satisfaction by interviewing 37 elementary teachers from five districts across Louisiana after their first 2 years under this system. Longitudinal analysis revealed that lack of support is the reason behind change in the form of self-efficacy building experiences—particularly vicarious experiences—for teachers. This further has led to decrease in satisfaction and commitment to the profession.

Kozikoğlu (2016) conducted the study to investigate the relationship between Teachers self-efficacy perceptions and professional commitment levels and to determine whether their self-efficacy perceptions and professional commitment levels change according to various variables. Data was collected from 349 teachers working at the districts of Van province by using Teachers' Self-efficacy Scale consisting of 32 items and developed by Senemoglu (2006), and "Teachers' Professional Commitment Scale" consisting of 20 items and developed by Kozikoglu (2016) were used in this study. In data analysis; descriptive statistics, t-test, ANOVA and Pearson Correlation Coefficient was used. Results of the study revealed that teachers' self-efficacy perceptions and professional commitment levels were found as high. Moreover, analysis showed that teachers' self-efficacy perceptions and professional commitment don't change significantly according to gender and branch. Moreover, a positive, moderate level and significant relationship was found between teachers' self-efficacy perceptions and professional commitment. This shows that as teachers' self-efficacy perceptions increases their professional commitment also increases.

Attri and Devi (2017) investigated the relationship between professional commitment and self-efficacy of secondary teacher educators. Study was conducted on 240 teacher educators working in private B.Ed. colleges of Himachal Pradesh. Data was collected through Professional Commitment Scale for Teacher Educators by Sood (2011) and General Self efficacy scale adapted by Attri (2005). Statistical techniques Pearson's correlation was used to find the relationship between professional commitment and self-efficacy of secondary teacher educators. Results showed positive correlations between overall professional commitment and its different dimensions (i.e. Commitment to the learner; Commitment to the Society; Commitment to the Profession; Commitment to Achieve Excellence for professional actions; Commitment to Basic Values) and self-efficacy of secondary teacher educators.

Habib (2019) compared the Professional Commitment with self-efficacy of secondary school teachers. Data was collected from 100 teacher educators working in government schools of district Ganderbal by using Professional Commitment Scale for teacher educators by Sood (2011) and Teacher Self-efficacy scale by Ralf Schwarzer, Gerdamarie S.Schmitz and Gary T. Dayter (1999). Statistical techniques such as Mean, SD and t-test and Pearson's correlation were used to calculate the results. Results of the study revealed that female secondary school teachers have higher professional commitment as compared to male secondary school teachers. Moreover, results showed no significant difference exist in the Self-efficacy of secondary school teachers and further significant positive correlation was found between Professional Commitment and Self-efficacy of secondary school teachers.

## **Need and Importance**

Secondary education is a stage where the child becomes adolescent and needs proper education, care, an environment where they are well supported, training and guidance is provided wherever required. If teachers are well committed and efficacious they will be able to understand the child properly, manage and plan their classrooms in a better manner. They will put more effort in the profession and take more responsibility for success or failure. Thus, the researcher wants to investigate the professional commitment and self efficacy among secondary school teachers. Hence the present study.

## **Objectives of the Study**

1. To study and compare Professional Commitment of male and female secondary school teachers.
2. To study and compare Self efficacy of male and female secondary school teachers.

3. To study the relationship between Professional Commitment and Self efficacy of secondary school teachers.

### **Hypotheses of the Study**

1. There is no significant difference in the professional commitment of male and female secondary school teachers.
2. There is no significant difference in the self efficacy of male and female secondary school teachers.
3. There is no significant relationship between professional commitment and self efficacy of secondary school teachers.

### **Methodology**

For the present study, the investigator adopted the descriptive survey method.

### **Sample of the study**

To conduct the present study 250 secondary school teachers working in Government schools of Ludhiana district were selected.

### **Tools Used**

Following tools were used by investigator for the collection of data.

- Professional Commitment Scale by Kaur, Ranu and Kaur (2013).
- Self-efficacy scale constructed and standardized by the investigator.

### **Statistical Techniques used**

In order to achieve the objectives of the present study Pearson's correlations was calculated for finding the relationship between professional commitment and self-efficacy of secondary school teachers. T-test was used to find the difference in the mean scores of self efficacy with respect to gender and locale.

### **Results and Discussion**



**Hypothesis 1.** There is no significant difference in the professional commitment of male and female secondary school teachers.

For testing the hypothesis of the study, the mean and SD scores of male and female secondary school teachers in professional commitment were computed and t-test was applied to find out significance of difference.

**Table 1 Gender wise Mean, SD of professional commitment of secondary school teachers**

GENDER	N	MEAN	S.D.	T-VALUE	LEVEL OF SIGNIFICANCE
Male	125	170.2	14.81	1.32	Not significant at 0.05
Female	125	167.736			

Table 1 shows that in case of male teacher respondents, the mean of the scores in professional commitment was 170.2 and in case of female respondents, it was 167.74. The 't' ratio in respect of the two means was 1.32 which is not significant at 0.05 level of significance. Therefore, the null hypothesis, "There is no significant difference in the professional commitment of male and female secondary school teachers stands accepted".

**Hypothesis 2.** There is no significant difference in the self efficacy of male and female secondary school teachers.

For testing the hypothesis of the study, the mean and SD scores of male and female secondary school teachers in self efficacy were computed and t-test was applied to find out significance of difference.

**Table 2: Gender wise Mean, SD and significance of difference of Self efficacy of secondary school teachers**

GENDER	N	MEAN	S.D.	T-VALUE	LEVEL OF SIGNIFICANCE
Male	125	178.912	14.18	2.44	Significant at 0.05
Female	125	174.576			



Table 2 shows that in case of male teacher respondents, the mean of the scores in self efficacy was 178.912 and in case of female respondents, it was 174.57. The 't' ratio in respect of the two means was 2.44 which is significant at 0.05 level of significance. Therefore, the null hypothesis, "There is no significant difference in the self efficacy of male and female secondary school teachers stands rejected".

This may be due to the reason that male secondary school teachers are more efficacious than female secondary school teachers.

**Hypothesis 3:** There is no significant relationship between Professional Commitment and Self efficacy of Secondary school teachers.

**Table 3 Correlations between Professional Commitment and Self-efficacy of Secondary School Teachers**

Variable	N	DF	R
Professional Commitment	250	248	0.58
Self Efficacy			

From the pursual of the table 3, it was observed that the obtained 'r' value 0.58 is greater than the table value 0.254 at 0.01 level of confidence and there exist low positive relationship between professional commitment and self-efficacy of secondary school teachers and therefore, the stated hypothesis "there is no significant relationship between Professional Commitment and Self-efficacy of secondary school teachers "stands rejected.

The results are in conformity with Kozikoğlu (2016) and Habib (2019). This may be due to the reason that self-belief makes the person professionally commitment towards his or her profession.

**Findings of the study:**

1. No significant difference was found in the professional commitment of male and female secondary school teachers.
2. Significant difference in the self-efficacy of male and female secondary school teachers was found.

3. Also, analysis found that there is a positive relationship between professional commitment and self-efficacy of teachers.

### **Educational Implications**

This study has implications both for administrators and policymakers.

1. Teachers should be continuously involved in undertaking action research in their classroom when they face problem.
2. They should attend seminars, conferences which help them in advancing the knowledge of teachers by making them professionalism.
3. Only efficacious teachers must be recruited for the profession.
4. Infrastructure, proper facilities and support should be provided to teachers and in turn these will enhance professional commitment of teachers.
5. Self-esteem, respect, awards, honours, incentives must be provided to teachers to make them better efficacious teachers.

### **References**

- Attri, A. K. and Devi, N. (2017). Relationship between professional commitment and self-efficacy of secondary teacher educators. *International Journal of Advanced Education and Research*, 2(4); 42-44.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Dave, R.H., and Rajput, J.S. (1998). *Competency based and commitment oriented teacher education for quality school education*. New Delhi : NCTE Publication, pp V-XV. Retrieved on 03.03.2019 from <http://www.hurights.or.jp/pub/hreas/8/12IndiaEducation.pdf>
- Firestone, W.A. (1996). Images of teaching and proposals for reform : A comparison of ideas

from cognitive and organizational research. *Educational Administration Quarterly*, 32(2), 209-235.

Ford, T.; Sickel, M. E. V.; Clark, L. V.; Brunson, M. F. (2015). Teacher Self-Efficacy, Professional Commitment, and High-Stakes Teacher Evaluation Policy in Louisiana. *Educational Policy*, 31(2), 202-248. Retrieved on 30.06.2020 from <https://journals.sagepub.com/doi/10.1177/0895904815586855>

Gibson, S., and Dembo, M.H. (1984). Teacher efficacy: A Construct Validation. *Journal of Educational Psychology*, 76 (4), 569–582.

Graham, K. C. (1996). Running Ahead: Enhancing Teaching Commitment. *Journal of Physical Education, Recreation and Dance*, 67(1), 45-47.

Habib, H. (2019). Professional Commitment of Secondary School Teachers in Relation to Their Self-Efficacy. *Shanlax International Journal of Arts, Science and Humanities*, 7(1), 35-38.

Kaur, K. (2013). *Professional Commitment of Secondary School Teachers of Punjab in Relation to Self-Efficacy and Motivation*. An Unpublished Theses submitted to Punjabi University, Patiala.

Kozikoglu, I. (2016). Analyzing the Relationship Between Teachers' Self-Efficacy Perceptions And Their Professional Commitment Levels. *European Journal of Education Studies*, 2(5), 14-28.

Moran, T., and Hoy, A. W. (2001). Teacher Efficacy: Capturing an Elusive Construct. *Teaching and Teacher Education*, 17, 223.

Pajares, F. (2002). Overview of social cognitive theory and self-efficacy. Retrieved from, <http://www.des.emory.edu/mfp/>

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80, 1-28.

Simpson and Hood (2000). Changing Perception and Practice through the Professional Development Model. In Belok, Michael and T.E. Deering (Ed.), *Teacher Education*, Meerut: Anne Books.

Tsui, K. T., and Cheng, Y. C. (1999). School Organizational Health and Teacher Commitment: A Contingency Study with Multi-Level Analysis. *Educational Research and Evaluation*: 5(3), 249-268.

Vandenberg, R., and Scarpello, V. (1994). A longitudinal assessment of the determinant relationship between employee commitments to the occupation and the organization. *Journal of Organizational Behavior*, 15, 535-547.