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Professional Commitment of Secondary School Teachers in Relation to their Self-Efficacy

Hadiya Habib*Research Scholar, Department of Education**University of Kashmir, Srinagar, Jammu and Kashmir, India***Abstract**

In the present investigation, an attempt has been made to study and compare the Professional Commitment of secondary school teachers, to study and compare the Self-efficacy of secondary school teachers and to find out the relationship between Professional Commitment and Self-efficacy of secondary school teachers. A sample of 100 teacher educators working in government schools of district Ganderbal was selected through Purposive sampling technique. Professional Commitment Scale for teacher educators by Sood (2011) and Teacher Self-efficacy scale by Ralf Schwarzer, Gerdamari S. Schmitz and Gary T. Dayter (1999) were used for data collection. Mean, SD and t-test were used to compare the professional commitment of male and female secondary school teachers and to compare self-efficacy of male and female secondary school teachers. Pearson's correlation was applied to find out the relationship between Professional Commitment and Self-efficacy of secondary school teachers. The findings of the study revealed that female secondary school teachers have higher professional commitment as compare as to male secondary school teachers. No significant difference was found in the Self-efficacy of secondary school teachers and significant positive correlation was found between Professional Commitment and Self-efficacy of secondary school teachers.

Keywords: Professional Commitment, Self Efficacy, Secondary School Teacher**Introduction**

Professional commitment refers to the strength of motivation to work in a chosen career role and to the attachment an individual has to his/her profession. Professional commitment is characterized by “client orientation, loyalty, professional autonomy, conformity to professional standards and ethics.” (Somech and Bogler, 2002) From the above definitions it can be deduced that professional commitment includes feelings of involvement, loyalty and bonding to the profession. Simpson and Hood (2000) defined commitment in the context of the teaching profession. According to them, “a committed teacher reflects certain behavioral characteristics. He shows that professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, needs and situations”.

In one of recent studies, Skidmore (2007) defined professionally committed teachers as those teachers who are: a) dedicated to developing themselves professionally by seeking advanced degrees and standards-based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse, and engagement in action research; c) advancing the teaching profession through the creation of professional learning communities and teachers' contributions to leadership positions. Teachers, at whatever level they may be operating, are professionally bound to be clearly aware of how their self-efficacy operates as an influential agent in the performance of their duties and responsibilities.

Self-efficacy is a firm belief in one's capability to execute a specific task or to attain certain objectives. It is conviction of the self, ability that one can persevere and attain goals despite formidable difficulties. This kind of belief is gradually acquired and developed by the individual adopting constructive orientations of thought and actions relating to the problems of life. Even a cursory glance at the broad dynamics of professional commitment and at the salient components of efficacy would make one believe that the two variables are closely related. In common day observations, directed or undirected, the individuals with will power, fortitude, courage of conviction and optimistic orientation are found visibly committed to achieve the goals they set for themselves. Observations of this nature provide plausible, albeit non-scientific, evidence of the relationship of efficacy with commitment pertaining to any sphere of work.

Need and Significance of the Study

Objectives of the Study

The following objectives were set for 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

Based on the above-mentioned objectives, following hypotheses have been set for 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.

Tools

The following standardized tools were used for this purpose:

1. Professional Commitment Scale for teacher educators by Sood (2011)
2. Teacher Self-efficacy scale by Ralf Schwarzer, Gerdamaria S. Schmitz and Gary T. Dayter (1999).

Sample

To conduct the present study Purposive sampling technique was employed for sample selection. A sample of 100 secondary school teachers working in government schools of district Ganderbal, J & K was selected for the present study.

Analysis and Interpretation of Data

The collected data from secondary school teachers were analyzed by using Mean, SD and Pearsons Correlation.

Objective No.1: To study and compare professional commitment of secondary school teachers

Hypothesis H₀1: There is no significant difference in the professional commitment of secondary school teachers.

For testing the first 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	SD	t-value	Sig.
Female	50	60.26	3.65	2.14	Significant at 0.05 level
Male	50	44.64	2.03		

Table 1 shows that in case of female teacher respondents, the mean of the scores in professional commitment was 60.26 and in case of male respondents, it was 44.64. The 't' ratio in respect of the two means was 2.14 which is 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 rejected".

Objective No. 2: To study and compare Self-efficacy of secondary school teachers

Hypothesis H₀2: There is no significant difference in the Self-efficacy of secondary school teachers.

For testing the second 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	SD	t-value	Sig.
Female	50	207	13	1.65	Not Significant at 0.05 level
Male	50	202	17		

Table 2 shows that in case of female teacher respondents, the mean of the scores in Self-efficacy was 207 and in case of male respondents, it was 202. The 't' ratio in respect of the two means was 1.65 which is not 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 accepted".

Objective No.3: To study the relationship between Professional Commitment and Self-efficacy of Secondary school teachers

Hypothesis H₀3: 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

Variables	N	df	'r'-value
Professional Commitment	100	98	0.478
Self-Efficacy			

Form the pursual of the table 3, it was observed that the obtained 'r' value 0.478 is greater than the table value 0.254 at 0.01 level of confidence and therefore, the stated hypothesis "there is no significant relationship between Professional Commitment and Self-efficacy of secondary school teachers "stands rejected.

Findings of the Study

The following are the findings of the study:

1. Female secondary school teachers were found to have higher Professional Commitment as compared to male secondary school teachers,
2. No significant difference was found in the Self-efficacy of secondary school teachers.
3. Significant positive correlation was found between Professional Commitment and Self-efficacy of secondary school teachers.

Discussion

In the present study significant gender difference was found in Professional Commitment. Female teachers were found to be more professionally committed as compared to male teachers. The findings are in accordance with Kaur (2009), Shaoking (2009), Taboddi (2009) and Talawar and Kumar (2010) who reported significant gender difference in professional commitment. This difference went in favour of female respondents. No difference was found in self-efficacy of male and female secondary school teachers. High scores of self-efficacy of male and female secondary school teachers reflect the conscientiousness of both regarding effective performance of teaching duties and responsibilities. Significant positive relationship was found between professional commitment and self-efficacy. The results are in accordance with the results of the studies by Solomon (2008) and Eginli (2010) who found significant correlation between teacher collective efficacy and teacher commitment.

Educational Implications of the Study

The following are the educational implications of the study:

1. On the basis of the findings of the study relating to professional commitment, it can be urged that male teachers need to be more conscious about the need of enhancing their commitment to the profession and commitment to the basic values.
2. Self-efficacy of both male and female secondary school teachers needs to be enhanced by building up their self-esteem and boosting their confidence.
3. During the recruitment of teachers, self-efficacy must be assessed as a valuable input into the

selection decision. It is important to develop instructional self-efficacy, disciplinary self-efficacy, efficacy for optimum utilization of school and college recourses, efficacy in decision making and ultimately creating as positive climate.

4. Self-efficacy plays a key influencing role in the relationship between the indicators of teachers' professional commitment. This suggests that strengthening a teacher's professional commitment would be able by influencing teachers' self-efficacy, as this construct influence, in their turn, the other indicators.

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