Study Of Professional Commitment Of Secondary School Teachers In Relation To Their Self Efficacy

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ARTICLE INFO	ABSTRACT
	In this research paper the present investigation was undertaken to understand the relationship between Self Efficacy of secondary school teachers and their Professional Commitment. The sample for the investigation consists of 600 male and female secondary school teachers from both private and government schools of Delhi. To examine the Professional Commitment level of secondary school teachers, Professional Commitment scale developed by Deepa Sikand Kauts and Varinder kaur (2019) was used which provides seven dimensions viz. Extremely High, High, Above Average, Average, Below Average, Low and extremely Low. Results were statically inferred through paired T Test technique. **Keywords**: Professional Commitment , secondary school teachers , Self Efficacy.

Introduction:

A professionally committed teacher should possess all the attributes of a professional teacher. As a profession, teaching has been considered as the noblest profession from times immemorial (Dar, 2018). In this regard the **National Policy on Education (1986)** has also observed that the status of the teacher reflects the social cultural ethos of a society. Besides, **Kothari Commission (1964- 1966)** has put forth that of all the different factors which influence the quality, competence and character of teachers are undoubtedly, the most significant. It is necessary that teachers should be given full support to develop their potential and creative skills so that their teaching will be more effective.**In the words of Helsby, Knight, McCulloch Sanders and War Buston** '"This involves displaying degrees of dedication and commitment, working long hours as a matter of course and accepting the open-ended nature of the task involved, which often impinged upon home and personal life. It also entails maximum effort to do the best possible and a constant quest for improved performance. At the same time, it involves developing appropriate and caring relationships with students, which give priority to their interests and well-being, as well as dealing 'professionally' with colleagues, parents and other external agencies where appropriate. Finally, because of the complexities of the task of teaching and the obligation to meet varying individual needs, high levels of skills are necessary to respond intelligently to multiple demands in a complex and changing environment" **(Glaxton, 1997).** The Self Efficacy of secondary school teachers are integral to their professional commitment and effectiveness in the classroom. Teachers with strong academic backgrounds, often possessing advanced degrees or specialized training, tend to bring a depth of subject knowledge and pedagogical skills to their roles. This foundation can foster a heightened sense of professional commitment as educators feel more equipped to deliver high-quality instruction and meet the diverse needs of their students.

Self Efficacy contributes to a teacher's confidence in navigating the complexities of curriculum development and implementation of innovative teaching methodologies. This confidence, in turn, translates into a more dedicated and resilient approach to their profession. Teachers who have invested time and effort in acquiring advanced degrees or professional certifications often demonstrate a commitment to continuous learning, recognizing the evolving nature of education.

In their study, **Ali and Naik (2022)** investigated the mean difference of professional commitment among teachers in higher secondary schools concerning gender and locality. The research involved a sample of 160 male and female teachers from higher secondary schools located in both rural and urban areas. The findings revealed that there was a significant mean difference in professional commitment between male and female teachers in higher secondary schools situated in rural and urban areas.

Mahajan and Kauts (2022) conducted a study to explore the level of Professional Commitment (PC) among

secondary school teachers in the Punjab region. A total of 16 schools were included, with eight schools from rural areas and eight from urban areas. Among these schools, four were government schools and four were private schools. The study involved selecting 10 teachers from each school, resulting in a total of 960 teachers from six districts of Punjab. To collect data, the researchers employed a standardized tool called Professional Commitment (PC – Saini & Kauts, 2016). The data were analyzed using various statistical measures, including Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and t-ratios. The study's findings revealed that private secondary school teachers demonstrated a higher level of professional commitment compared to government secondary school teachers across all dimensions of Professional Commitment. These dimensions included commitment to learners, commitment to society, commitment to their own profession, commitment to their own dimension, commitment to attaining excellence, and commitment to basic human values in Punjab.

In 2020, Muthukumar conducted a study on the professional commitment and job satisfaction of higher secondary teachers, as well as the relationship between these two factors. To collect data, the researcher used the Professional Commitment Scale for Teachers developed by Ullah Hamida (2015) and the Job Satisfaction Questionnaire developed by Naseema (1993). The findings of the study indicated a significant and positive relationship between professional commitment and job satisfaction among higher secondary teachers. This positive correlation suggests that higher secondary teachers who are more committed to their profession tend to experience greater job satisfaction. The strong association between professional commitment and job satisfaction underscores the importance of meeting teachers' professional needs in their workplaces effectively.

Salimirad and Srimathi (2016) examined the connection between mental prosperity and work-related self-adequacy in educators. In terms of gender, male and female instructors were found to have equivalent a) mental prosperity and b) work related adequacy. It was further reported that high occupational self-efficacy and high psychological well-being were significantly and positively correlated. This could lead to the productivity of educational outcomes.

Sehgal, Nambudiri and Mishra (2017) assessed the role of SE on educator viability of instructors. They suggested that teachers' self-efficacy was positively associated with their effectiveness. It was also found that teacher effectiveness can be enhanced by enhancing the self-efficacy of teachers. Schools should provide a suitable environment to improve the self-efficacy of teachers as it is important for the performance of teachers.

Professional Commitment :

When you're surrounded by people who share a passionate commitment around a common purpose, anything is possible.
- Howard Schultz

Professional Commitment is a passion for the work involved in teaching or a specific aspect of teaching. It is an investment of time outside of contact hours with students as a responsibility to impart knowledge, attitudes, values and beliefs and take responsibility for passing on a core set of skills, understandings and values. Professional commitment is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school. The level of professional commitment on the part of a teacher is a very important factor in the success of the current educational transformation schedule because it stimulates teacher's readiness to engage in critical practices. Hence, a teacher's professional commitment is the need of today to enhance productivity of the education system, reduce repetition and failure rate, and raise the quality of education. If teachers acquire professional competencies and commitment and if they are enabled and empowered to perform

their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among increasing more students may result in cognitive, affective and psychomotor areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems.

Commitment Paradigm

Teacher's capacity for tolerance, humanity and modesty could endear him to the pupils, to the community and to the parents alike. Such acquisition would help every teacher to perform better and serve as role models before the learners. Considerations like these have led to the identification of five major areas of commitment, namely

● **commitment to the learner-** Young children need sensitive handling. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. Teachers make the pupils learn and, in the process, help in the development of their body, mind and soul.

● **commitment to the society-** The system of school education in India visualizes at least one school each both for boys and girls, in every village.

● **commitment to the profession-** Commitment to the profession would imply adherence to the internalization of professional ethics, total identification with the 'task' as a prerequisite of a profession. An internal confidence in the nobility of teaching as a profession and that teaching as a task that prepares individual learners for nation building could provide tremendous professional motivation and satisfaction.

● **commitment to achieve excellence in profession**- For the community and the learner, the teachers

have traditionally to be embodiment of knowledge, learning, scholarship and wisdom. To sustain such an image, teachers need to attain excellence in identified values, qualities, competencies and skills considered essential for the teaching profession.

● **commitment to basic human values-** Value inculcation, development of values and value education are the issues that invite consistent debate in the educational system everywhere. Educational policies categorically state that value inculcation is one of the major responsibilities of the educational system.

Self Efficacy

The professional commitment of secondary school teachers is intricately tied to their Self Efficacy (High Self Efficacy and Low Self Efficacy**)** creating a nuanced intersection between personal fulfillment and professional competence. Teachers who possess strong Self Efficacy credentials often enter the profession with a solid foundation of subject knowledge and pedagogical skills, potentially contributing to a sense of professional efficacy. The acquisition of advanced degrees or specialized training may empower teachers to feel more confident in their ability to meet the challenges of the classroom. However, it is essential to note that life satisfaction goes beyond teachers' self efficacy alone. Moreover, the influence of self efficacy on a teacher's professional commitment extends beyond the individual to impact the educational environment as a whole. Well-qualified teachers are often better equipped to navigate the complexities of curriculum development, innovative teaching methods, and educational advancements, which can positively influence the learning experiences of their students.

Furthermore, the relationship between self efficacy and professional commitment extends beyond the classroom and contributes to the broader educational community. Teachers
with advanced degrees often engage in scholarly activities, research endeavors, and curriculum development projects, reflecting a commitment to advancing their field and improving educational outcomes. Their self efficacy position them as leaders and mentors within the school community, inspiring colleagues and students alike.

Objectives:
1-To study the effect of High self efficacy on professional commitment of secondary school teachers.
2- To study the effect of Low self efficacy on professional commitment of secondary school teachers.

Hypothesis:
1- There exists no significant differences of High self efficacy on professional commitment of secondary school teachers.
2- There exists no significant differences of Low self efficacy on professional commitment of secondary school teachers.

Study Design:
Method Adopted for the study.
The sample of present study were 600 male and female secondary school teachers. The sampling was taken from both government and private schools of Delhi. Standardized scale was used to measure level of professional commitment . Scoring was done according to the manuals, relevant Mean,SD,Statistical Technique and paired T test were applied on raw data.

Population : Secondary schools teachers from 10 each government and private schools were chosen in Delhi as the population for the current study , in which 150 each secondary school teachers were taken from each government and private schools were taken as total population for this research. Random sampling technique was used in the whole process for setting up the experimental setup.

Sample : For the present study, which was conducted on 600 secondary school teachers having professional commitment according to their self efficacy. The research is based on a Descriptive method. Quantitative method was used to collect data. Professional Commitment assessment was done using scale by Deepa Sikand Kauts and Varinder kaur (2019) and Self-efficacy scale designed and prepared by Ashraf and Jamal (2021) was adopted from which data was collected from 600 secondary school teachers. The participants were from both sex (male=300 and female=300) and from both government and private schools.The layout of the sample selected for the study and the breakup details have been given in the Table 1 as depicted below:

Table 1: Breakup of Sample Details

Type of school	No. of Schools	No. of Teachers		Total no. of Teachers
Government	10	30	Male Female	300
Private	10	30	Male Female	300 Total=600

Research tool for Professional Commitment:

Professional Commitment scale for school teachers (TPCS-KSDKV) (2019), which was made by Deepa Sikand Kauts and Varinder kaur , is a well known and standardized tool. It consists of 100 items that deal with different parts of the profession.

Reliability Test of Tools :

Reliability has been estimated by r-Cronbach's Alpha method and found to be 0.94 for a sample of 628 secondary and senior secondary school teachers. The details of reliability coefficient and index of reliability are given in Table 2 below:

Table 2: Reliability Coefficient and index of Reliability

S.no	Method	Reliability Obtained r11	Index of Reliability r100
1	r-Cronbach's Alpha	0.94	0.97

Table 2- The r value for reliability index for the adapted scale was 0.94, significant at 0.01 level showing that scale of professional commitment was reliable both in terms of; internal consistency and stability of score.

Research tool for Self Efficacy

The Self-efficacy scale for school teachers (TSES-ANJS) was designed and prepared by Ashraf and Jamal (2021) was adopted and standardized for the present research. It consists of 48 items that assess teachers' beliefs.

Reliability

Reliability has been estimated by r-Cronbach's Alpha method and found to be 0.94 for a sample of 628 secondary and senior secondary school teachers. The details of reliability coefficient and index of reliability are given in Table 6 below:

Table 3 Reliability Coefficient and index of Reliability

S.no	Method	Reliability obtained r11	Index of Reliability r100
1	r-Cronbach's Alpha	0.94	0.97

Table 3 The r value for reliability index for the adapted scale was 0.94, significant at 0.01 level showing that self-efficacy scale was reliable both in terms of; internal consistency and stability of score.

Observation and Result:
Level of Professional Commitment and Self Efficacy of secondary school teachers.

As per the research design, a test was conducted on the selected secondary school teachers for professional commitment using Professional Commitment scale (TPCS-KSDKV) (2019) which was made by Deepa Sikand Kauts and Varinder kaur and The Self-efficacy scale for school teachers (TSES-ANJS) was designed and prepared by Ashraf and Jamal (2021) The following results were obtained.

T-test for significant difference of Self - Efficacy on Professional Commitment of Secondary School Teachers

In order to analyze the data, t-test was used.

Table 4: Descriptive statistics of Self - Efficacy with Professional Commitment of Secondary School Teachers

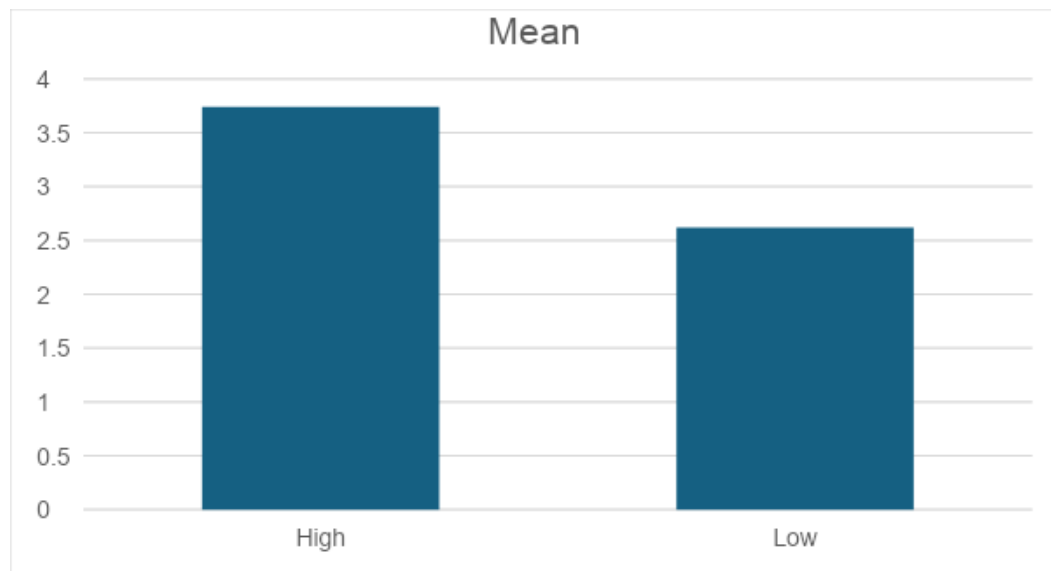|	Self - Efficacy	N	Mean	Std. Deviation	Std. Error Mean
Professional commitment	High	168	3.74	0.712	0.084
	Low	132	2.62	0.884	0.103

Fig. 1: Self - Efficacy with Professional Commitment of Secondary School Teachers

The mean self-efficacy for the high professional commitment group (3.74) is higher than the mean self-efficacy for the low professional commitment group (2.62). The standard deviation for the high professional commitment group (0.712) is lower than that for the low professional commitment group (0.884), indicating that self-efficacy in the high professional commitment group is more tightly clustered around the mean compared to the low professional commitment group. The standard error of the mean (SEM) for the high professional commitment group (0.084) is lower than that for the low professional commitment group (0.103), which suggests that the mean estimate for the high professional commitment group is more precise.

Table 5: T-test for significant differences of Self - Efficacy on Professional Commitment of Secondary School Teachers

		F	Sig.	t	df	Sig. (2-tailed)
Professional commitment	Equal variances assumed	12.297	0.01	7.150	127	0.000
	Equal variances not assumed			7.148	120.72	0.000

Table 5 indicates that the F value is 12.297 and the associated significance (Sig.) value is 0.01. Levene's Test checks whether the variances of the two groups are equal. In this case, the significance level (0.01) is less than the conventional threshold of 0.05, indicating that the variances of the two groups are not equal. In the scenario where equal variances are assumed, the t-test statistic is 7.150 with degrees of freedom (df) equal to 127. In this case, the p-value (Sig. (2-tailed)) is 0.000, which is less than 0.05, indicating a statistically significant difference in mean self-efficacy between the two groups. In the scenario where equal variances are not assumed, the t-test statistic is 7.148 with degrees of freedom (df) equal to 120.72. Again, the p-value (Sig. (2-tailed)) is 0.000, which confirms a statistically significant difference in mean self-efficacy between the two groups.

Data Analysis:

Data were analyzed using SPSS version24 (IBM SPSS data analytics, headquartered in Armonk, New York, United States). T test was applied to find the effect of High Self Efficacy and Low Self Efficacy on professional commitment of secondary school teachers. Among teachers with High Self Efficacy (N = 168), the mean professional commitment score is 365.62 and teachers with Low Self Efficacy (N = 132) have a slightly higher mean professional commitment score of 372.21.
These data were subjected to the T test for paired samples, with the result showing a statistically significant gain. Both analyses show p-values greater than 0.05, suggesting that the differences observed in professional commitment scores between teachers with different
Self Efficacy is not statistically significant. Therefore, the data does not support a significant relationship between Self Efficacy and professional commitment among secondary school teachers, at least within the context of this study.

Discussion:

This implies that while efforts to improve self efficacy are important, they should be approached individually rather than relying on a synergistic effect among them. Consequently, educational policies and professional development programs should focus on strengthening each of these factors separately to enhance overall professional commitment within the teaching workforce.

The study's results indicate a statistically significant difference in mean professional commitment scores between individuals with high self efficacy and those with low self efficacy. Specifically, individuals with high self efficacy report higher mean Professional commitment scores compared to their counterparts with low self efficacy.

This finding aligns with research suggesting that higher levels of education can lead to improved career opportunities, higher income potential, and a greater sense of personal accomplishment and fulfillment.

Individuals with high self efficacy may also perceive themselves as more capable and knowledgeable in their fields, which can contribute to a heightened sense of well-being and professional commitment.

Firstly, it identifies and highlights the pivotal role of professional commitment in shaping teachers' overall well-being. By demonstrating that teachers with higher self efficacy report greater professional commitment.The study emphasizes the importance of fostering confidence and belief in one's abilities among educators.

Secondly, the research underscores the impact on teachers perceived as effective in their teaching practices experiencing higher levels of satisfaction, reflecting the intrinsic rewards associated with impactful teaching and positive student outcomes. This finding contributes to the understanding of how professional competence and classroom management skills contribute to teachers' job satisfaction.

Thirdly, the study sheds light on the influence of self efficacy, particularly advanced degrees, on teachers' professional commitment. It shows that teachers with higher self efficacy tend to report greater satisfaction, possibly due to increased opportunities for professional growth, career advancement, and perceived expertise in their field.

Promoting Teacher Professional Development: The research underscores the importance of ongoing professional development for teachers. By recognizing the positive effects of advanced self efficacy and effective teaching practices on life satisfaction, educational leaders can prioritize resources towards programs that support teachers' professional growth. This investment not only benefits individual teachers but also enhances overall school effectiveness and student outcomes.

Conclusions:

This study has provided a comprehensive exploration of the intricate connections between professional commitment and self efficacy among secondary school teachers. Through an analysis of existing literature and theoretical frameworks, we have highlighted the critical role that professional commitment plays in shaping teachers' behaviors, attitudes, and instructional practices. Furthermore, we have underscored the importance of self-efficacy beliefs in driving teachers' commitment in the classroom. Moreover, our examination of the influence of self efficacy has revealed the nuanced ways in which teachers' educational backgrounds contribute to their professional identities and perceptions of efficacy. While academic credentials provide a foundation for effective teaching, other factors such as experience, ongoing professional development, and contextual considerations also significantly impact teachers' commitment and effectiveness. By synthesizing these findings, we have contributed to a deeper understanding of the factors that shape teacher quality and educational outcomes in secondary schools. Moving forward, it is essential for educational stakeholders to recognize the complex interplay between professional commitment and self efficacy and to prioritize policies and practices that support and empower teachers in their professional endeavors. Ultimately, by fostering a culture of continuous learning, collaboration, and support, we can create environments that enable teachers to thrive and, in turn, facilitate enhanced learning experiences and outcomes for secondary school students.

Implication of the Study:

The findings of the study helps to understand the effects of self efficacy of school teachers on their professional commitment. Professional Commitment of secondary school teachers are multi-faceted, suggesting important directions for educational policy, teacher training, and school administration practices.

Teacher Training and Professional Development: The significant impact of self efficacy of school teachers on their professional commitment highlights the need for robust teacher training programs that build these attributes. Professional development initiatives should focus on enhancing teachers' instructional skills and self-belief through continuous education, mentoring, and peer support systems. Programs that include strategies for effective classroom management, innovative teaching methods, and reflective practices can foster a sense of competence and effectiveness among teachers.

School Leadership and Support Systems: School administrators should create supportive environments that bolster teachers' self-efficacy and effectiveness. This can be achieved by recognizing and rewarding effective teaching, providing constructive feedback, and offering opportunities for professional growth. Additionally, fostering a collaborative school culture where teachers feel valued and supported can enhance their

professional commitment and job satisfaction.

Educational Policy and Resource Allocation: Policymakers should prioritize funding and resources towards initiatives that directly impact on teachers self-efficacy and effectiveness. Investments in teacher training programs, mental health resources, and classroom technology can create environments that support effective teaching and professional growth. Policies that reduce administrative burdens and allow teachers more time to focus on instructional practices can also enhance their professional commitment.

Teacher Recruitment and Retention: Understanding that higher self efficacy do not necessarily translate to greater professional commitment or life satisfaction, recruitment efforts should emphasize qualities such as teaching aptitude, resilience, and passion for education. Retention strategies should focus on ongoing professional development and creating a positive work environment rather than solely on advanced academic credentials.

Well-being Programs: The finding that professional commitment is significantly influenced by teachers' self efficacy suggests that well-being programs should be integral to the teaching profession. Schools should implement wellness programs that address both the professional and personal needs of teachers, including stress management workshops, counseling services, and work-life balance initiatives.

Re-evaluating Academic Qualification Requirements: Given that self efficacy did not show a significant impact on professional commitment, educational institutions might reconsider the weight placed on advanced degrees in hiring and promotion decisions. Instead, a more balanced approach that values practical teaching experience and demonstrated effectiveness could be more beneficial.

By addressing these implications, educational stakeholders can create a more supportive and effective teaching environment, ultimately leading to enhanced professional commitment and life satisfaction among secondary school teachers. This holistic approach can contribute to a more motivated, resilient, and satisfied teaching workforce, which is crucial for the overall quality of education.

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