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PROFESSIONAL COMMITMENT OF PRIMARY SCHOOL TEACHERS IN RELATION TO SELF-EFFICACY

Dr Sunita Arya
Professor, School of Education
University, Ahmadabad

Mehta Artiben Arvindbhai
Research scholar Sabarmati
Sabarmati University, Ahmadabad

ABSTRACT

The present investigation was meant to study the professional commitment of primary school teachers in relation to their self-efficacy. The study consisted of 500 teachers teaching in government schools of Gujarat at the Primary level. Data was collected with the help of professional commitment scale for teachers by Baljeet Kaur (2007) and teacher self-efficacy scale by Ralf Schwarzer, Gerdmarie S. Schmitz and Gary T. Daytner (1999). The data obtained were analysed statistically with the help of Mean, SD, t-ratio and correlation to arrive at the following conclusions: (i) Female primary school teachers were found to have higher professional commitment than male school teachers. (ii) There is no significant gender difference was found in the self-efficacy of primary school teachers. (iii) There is positive correlation was found between professional commitment and self-efficacy.

KEYWORDS: Professional commitment, Self-efficacy, Primary school teachers.

INTRODUCTION

Teaching is classified as profession. Teaching is not simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. Professional commitment is considered to be an important factor on how individuals in the profession perform. In other words, it is known that an individual's effort and energy showing for the profession is associated with the professional commitment. In this sense, professional commitment is directly related to the efforts, dedication, and time spent in the profession. In addition, professional commitment of the teachers is seen as an important variable on student achievement (Turhan, Demirli, & Nazik, 2012). Professionally committed teachers put so much effort not only for the success of students, but also for their own professional development (Shukla, 2014). It is known that committed teachers have various features. For example; valuing of the profession and spending extra time with the students (Butucha, 2013), feeling psychological commitment to the profession (Coladarcı, 1992), giving importance to student development and their personal development (Shukla, 2014), seeing the profession as an important part of life (Bogler & Somech, 2004), fulfilling their professional responsibilities and

following current developments (Fox, 1964) are listed among the features owned by committed teachers. Teachers' professional commitment is closely associated with self-efficacy (Coladarcı,1992: Tschannen-Moran & Woolfolk-Hoy2001). Teachers' self-efficacy perceptions affect their performance, commitment and their situation whether might remain in the profession or not (Darling-Hammond, 2003). For example, teachers having a high sense of self-efficacy are more likely to plan appropriate activities, help students who are experiencing difficulties, make efforts to find appropriate teaching materials. Consequently, the teacher will perform better in the profession and commitment will increase. In addition, teachers having a high sense of self-efficacy may cope with the challenges that face easier, and they will put more effort in the profession and take more responsibility for success or failure. Teachers with low level of self-efficacy often attribute success or failure to other factors (Ware & Kitsantas, 2010).

LITERATURE REVIEW

Poulou, Reddy and Dudek (2018) conducted research to determine relationship of teacher self-efficacy and classroom practices. The data was collected from 58 Greek teachers. The main objective of the research was to examine teacher' perceptions of self-efficacy and actual instructional and behavior management practices using the Classroom strategies assessment. The findings of the study revealed significant differences between teachers' self-reported self-efficacy and self- efficacy rating by observers.

Hatim and Shakir (2021) studied the relationship between professional commitment and self-esteem of secondary school teachers. Survey method was adopted for the study. A sample of 136 secondary school teachers (63 Male & 73 Female) was selected from the Aligarh District of Uttar Pradesh. Self-esteem questionnaire developed by Dr. Santosh Dhar and Dr. Upinder Dhar is used to assess the level of self-esteem. Professional commitment questionnaire developed by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar is used to assess the level of professional commitment of teachers. Mean, SD, t-test & correlation techniques employed to analyze the data. Significant correlation was found between professional commitment and self-esteem of teachers. However, no significant difference was found in the professional commitment and self-esteem of male and female teachers. Also, there was no significant difference in the professional commitment and self-esteem of teachers having less than 10 years' experience and teachers having more than 10 years' experience.

OBJECTIVES OF THE STUDY

1. To study and compare professional commitment of male and female primary school teachers.
2. To study and compare self-efficacy of male and female primary school teachers.
3. To study the relationship of professional commitment of primary school teachers with self-efficacy.

HYPOTHESES

1. There is no significant difference between the professional commitment of male and female primary school teachers.
2. There is no significant difference between the self-efficacy of male and female primary school teachers.
3. There is a significant relationship between professional commitment and self- efficacy of Primary school teachers.

Delimitations of the study

The present study was restricted only to government primary school teachers of Gujarat.

SAMPLE OF THE STUDY

For the present investigation Stratified random sampling technique was used. The sample consisted of 500 teachers teaching in government schools of Gujarat at the Primary level. 250 teachers teaching in urban schools and 250 teachers teaching in rural schools were drawn for the study. Out of 250 urban teachers 125 were male and 125 were female teachers. Out of rural teachers 125 were male and 125 were female teachers.

METHODOLOGY

In the present study descriptive survey method of investigation was utilized to know about professional commitment and self-efficacy of Primary school teachers.

RESEARCH TOOLS

- Professional Commitment Scale for Teachers by Baljeet Kaur (2007)
- Teacher Self-Efficacy Scale by Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T. Daytner (1999).

ANALYSIS, INTERPRETATIONS AND DISCUSSION OF THE RESULTS

H1: There is no significant difference between the professional commitment of male and female primary school teachers.

Table 1.1

Gender Wise Mean, SD and Significance of Difference of Professional Commitment of primary School Teachers

Gender	N	Mean	S D	SEd	t-ratio	Significance
Male	250	229.94	23.17	1.56	2.40*	Significant
Female	250	233.69	24.81			

* Significant at .05 level of significance

The first hypothesis of the study was that there is no difference in the professional commitment of male and female primary school teachers Table 1.1 shows that in case of male teacher respondents the mean of the scores on professional commitment was 229.94 and in case of female respondents it was 233.69. The 't' ratio in respect of the two means was 2.40 which is significant at .05 level of significance. Therefore, the first null hypothesis stands rejected.

H2: There is no significant difference between the self-efficacy of male and female primary school teachers

Self- Efficacy of Primary School Teachers – Gender Wise The independent variable of self-efficacy was also studied on the basis of gender.

Table 1.2

Gender-Wise Mean, SD and Significance of Difference of Self-Efficacy

Gender	N	Mean	S D	SEd	t-ratio	Significance
Male	250	34.09	5.58	0.36	0.14	Not Significant
Female	250	34.04	5.63			

* Significant at .05 level of significance.

The mean and standard deviation of self- efficacy of male teachers was 34.09 and 5.58; and of female teachers was 34.04 and 5.63. The t-value for gender difference was 0.14 which is not significant (Table 1.2). Hence, the second hypothesis that there is no difference in self-efficacy of male and female primary school teachers stands accepted.

One possible explanation of the staid result is that both categories of respondents while teaching classes remain more or less equally concerned with their image and reputation as teachers. The high scores of

self-efficacy of both the categories reflect the conscientiousness of both regarding effective performance of teaching duties and responsibilities.

H3. There is a significant relationship between professional commitment and self- efficacy of Primary school teachers.

After studying professional commitment, self- efficacy of male and female school teachers, the next step was to study the relationship between professional commitment and self-efficacy of primary school teachers. Correlation co-efficient were computed between self-efficacy and professional commitment.

Table 1.3
Correlation between Professional Commitment and Self-Efficacy

Variable	Correlation
Professional commitment	.391**
Self- efficacy	

The coefficient of correlation between professional commitment and self- efficacy was 0.391, which is significant at .01 levels thereby showing a highly positive relationship between professional commitment and self-efficacy. It means that there is a significant positive relationship between professional commitment and self-efficacy. (As depicted in figure 1.3 above)

The third hypothesis states that there is a significant relationship between professional commitment and self efficacy of primary school teachers. Analysis of data revealed a highly significant correlation between the two variables. These results are on expected lines. Therefore, the hypothesis that there is a significant relationship between professional commitment and self-efficacy of primary school teachers stands accepted.

FINDINGS OF THE STUDY

1. Female primary school teachers were found to have higher professional commitment than male school teachers.
2. There is no significant gender difference was found in the self-efficacy of primary school teachers.
3. There is positive correlation was found between professional commitment and self-efficacy of primary school teachers.

CONCLUSION

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. Coladarci (1992) reported that female teachers had more professional attitudes and were more committed than male teachers. It was also found that there is a significant positive relationship between professional commitment and self-efficacy. The results are in accordance with the results of the studies by Solomon (2008) which found significant correlation between teacher collective efficacy and teacher commitment. It is suggested that administration of educational institutions should boost up the morale of teachers to develop high self-efficacy and make proper arrangement to facilitate the teachers to develop their professional commitment which will ultimately be helpful for enhancing the quality of school education.

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