

Professional Commitment of Primary School Teachers in Relation to their Self-Efficiency

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ABSTRACT

This investigation aims to examine and compare the Professional Commitment of Primary school teachers, as well as the Self-efficacy of Primary school teachers, in order to determine the relationship between the two. Random sampling was employed to identify a sample of 500 teachers employed in government institutions in the Ahmadabad district. Data collection was conducted using the Professional Commitment Scale for Teacher Educators by Kaur; Ranu and Brar (2013).) and the Teacher Self-Efficacy Scale by Puneet Kaur(2017)). The professional commitment and self-efficacy of male and female Primary school teachers were compared using the mean, S D, and t-test. Pearson's correlation was implemented to ascertain the correlation between self-efficacy and professional commitment among Primary school teachers. The study's results indicated that female Primary school teachers exhibit a higher level of professional commitment than their male counterparts. A significant positive correlation was observed between Professional Commitment and Self-efficacy of Primary school teachers, while no significant difference was observed in the Self-efficacy of this group.

Keywords: Professional Commitment, Self-Efficacy, Primary School Teacher.

Introduction

Professional commitment is the degree of motivation and attachment an individual has to their selected career role. Professional commitment is defined by "professional autonomy, conformity to professional standards and ethics, loyalty, and client orientation." (Somech and Bogler, 2002) The aforementioned definitions indicate that professional commitment encompasses sentiments of loyalty, affinity, and involvement with the profession. Simpson and Hood (2000) defined commitment in the context of the teaching profession. For them, "a teacher who is dedicated reflects specific behavioral traits." He demonstrates that professional development is a top priority, reflects enthusiasm for teaching and learning, establishes connections with students, demonstrates a positive attitude toward students, and is perceptive to the motives, strengths, needs, and circumstances of students. In a recent study, Skidmore (2007) defined professionally committed teachers as those who are: a) committed to the professional development of themselves by pursuing advanced degrees and standards-based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse, and engaging in action research; c) advancing the teaching profession through the creation of professional learning communities and teachers' contributions to leadership positions. Teachers are professionally obligated to be cognizant of the impact of their self-efficacy on the execution of their duties and responsibilities, regardless of their position.

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.

Objectives of the Study

The following objectives were set for the study:

- To compare Professional Commitment of male and female Primary school teachers.
- To compare Self-efficacy of male and female Primary school teachers.
- To study the relationship between Professional Commitment and Self-efficacy of Primary school teachers.

Hypotheses of the Study

- There is no significant difference in the professional commitment of male and female Primary school teachers.
- There is no significant difference in the self efficacy of male and female Primary school teachers.
- There is no significant relationship between professional commitment and self-efficacy of Primary school teachers.

Methodology

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

Tools

- Professional Commitment Scale for teacher educators by Kaur; Ranu and Brar (2013).
- Teacher Self-efficacy scale by Puneet Kaur(2017)

Sample

To conduct the present study Random sampling technique was employed for sample selection. A sample of 500 Primary school teachers working in government schools of district Ahmadabad Gujarat was selected for the present study.

Analysis and Interpretation of Data

The collected data from Primary school teachers were analyzed by using Mean, SD and Pearson's Correlation.

- **Objective No.1: To compare professional commitment of Primary school teachers**
- **Hypothesis H01:** There is no significant difference in the professional commitment of Primary school teachers.

For testing the first hypothesis of the study, the mean and SD scores of male and female Primary 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 Primary school teachers

Gender	N	Mean	SD	t-value	Sig.
Female	250	60.26	3.65	19.9	Significant At 0.01 level
Male	250	54.64	3.03		

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 54.64. The 't' ratio in respect of the two means was 19.9 which is extremely significant at 0.01 level of significance. Therefore, the null hypothesis, "There is no significant difference in the professional commitment of male and female Primary school teachers stands rejected".

- **Objective No. 2: To compare Self-efficacy of Primary school teachers**
- **Hypothesis H02:** There is no significant difference in the Self-efficacy of Primary school teachers.

For testing the second hypothesis of the study, the mean and SD scores of male and female Primary 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 Primary school teachers

Gender	N	Mean	SD	t-value	Sig.
Female	250	207	17	1.35	Not Significant at 0.01 level
Male	250	205	16		

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 205. The 't' ratio in respect of the two means was 1.35 which is not significant at 0.01 level of significance. Therefore, the null hypothesis, "There is no significant difference in the Self-efficacy of male and female Primary school teachers stands accepted".

- **Objective No. 3:** To study the relationship between Professional Commitment and Self-efficacy of Primary school teachers
- **Hypothesis H₀3:** There is no significant relationship between Professional Commitment and Self-efficacy of Primary school teachers.

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

Variables	N	df	'r'-value
Professional Commitment	500	98	0.478
Self-Efficacy			

Form the perusal 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 Primary school teachers" stands rejected.

Findings of the Study

The following are the findings of the study:

- Female Primary school teachers were found to have higher Professional Commitment as compared to male Primary school teachers,
- No significant difference was found in the Self- efficacy of Primary school teachers.
- Significant positive correlation was found between Professional Commitment and Self- efficacy of Primary 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 Primary school teachers. High scores of self-efficacies of male and female Primary 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.

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