
PROFESSIONAL COMMITMENT IN RELATION TO TEACHING EFFICACY AMONG COLLEGE TEACHERS OF PUNJAB

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Abstract

Today technological development and constant knowledge expansion are occurring very fast. The emergence of new needs and new situations necessitates that the education profession must continuously prioritize and reprioritize commitments. This means educationists have to let go off old activities or ways and should adopt new techniques to meet the challenges. The traditional role of teacher from giving instructions has been changed to transforming values. This change of role requires strength, will, dedicated, and professional work. The teachers have to perform like professionals and have to perform managerial functions such as curriculum planning, resource management of co-curricular activities, time management, conflict management and management of innovation and change. On one hand, the teachers need Professional Commitment to influence the students and on the other hand, they require Teaching Efficacy to teach the class innovatively and effectively. So, this paper aims to describe the relationship of the Professional Commitment of college teachers with their Teaching Efficacy.

Keywords: *Professional Development, Teaching Efficacy, College Teachers*

INTRODUCTION

The dictionary meaning of the term ‘Professional’ refers to relating or belonging to a profession. A person is said to be a professional who is engaged or qualified in a profession, which is his main paid occupation rather as an amateur. Being professional is defined as conforming to the technical and ethical standards of one’s profession. To have professional behavior is to be unfailingly polite, courteous, and well-spoken, no matter what the situation is. It means a professional keeps himself cool and maintains calmness under any circumstances.

Vandenberg and Scarpello (1994) defined “Professional Commitment as a person’s belief in and acceptance of the values of his or her chosen occupation or line work, and a willingness to maintain membership in that occupation”. Professional Commitment also 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, 2004). 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 behavioural characteristics. He shows that professional development is a top priority; reflects excitement about student motives, strengths, needs and situations”. Teacher’s commitment is closely connected to teacher’s personal values, his work performance, his ability to innovate, student achievement, absenteeism, retention, burnout and turn over. Teacher’s commitment may be enhanced or diminished by factors such as student behavior, parental demands, organizational climate and national education policies.

PROFESSIONAL COMMITMENT IN TEACHERS

Commitment to the profession means total involvement at the intellectual and emotional levels in the cause of excellence of the profession. Commitment was presumed to be a natural ingredient of teaching from its very beginning. So, Professional Commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. The professionalism of the teachers has to help them overcome suspicions of changing methodology of teaching, egoism, and uncooperative attitude, complaining nature, insulting children, neglecting schools and irregularity.

The different areas of professional commitment are:

1. Commitment to learner.
2. Commitment to Society.
3. Commitment to the profession.
4. Commitment to the basic values.
5. Commitment to achieve excellence.

STATEMENT OF THE PROBLEM

PROFESSIONAL COMMITMENT IN RELATION TO TEACHING EFFICACY AMONG COLLEGE TEACHERS OF PUNJAB

OBJECTIVES

1. To study the Professional Commitment of college teachers.
2. To study the Teaching Efficacy of college teachers.
3. To study the relationship between Professional Commitment and Teaching Efficacy among college teachers.
4. To compare means scores of Professional Commitment of female college teachers belonging to different levels of Teaching Efficacy.

HYPOTHESES

1. There exists no significant relationship between Professional Commitment and Teaching Efficacy of college teachers.
2. There exists no significant difference between mean scores of Professional Commitment of female college teachers belonging to different levels of Teaching Efficacy.
3. There exists no significant difference between means scores of Professional Commitment of Male college teachers belonging to different levels of Teaching Efficacy.

METHODOLOGY

DESIGN

A descriptive survey method was used in this study female college teachers were taken to find out the relationship between Professional Commitment and Teaching Efficiency.

SAMPLE

Sampling is an essential step in the field of research. An investigator wants to collect data from a particular population, but it is not possible for him or her to reach every member of the population. The conclusions are drawn and generalizations are made about the whole population based on examination of some part of the whole. The process of using a part as basis for an estimate of the whole is known as sampling.

In the present study random sample of 200 college teachers of Punjab were taken.

TOOLS

The selection of suitable tool is of vital importance for Collection of data in any research work the collected data should be sufficient reliable and valid. Following tool of research were employed for data collection in the present study.

1. Professional Commitment scale for college teachers prepared by Dr. Baljeet Kaur
2. Teaching Efficacy scale prepared by the researcher

Results and Discussion

The present study was undertaken with the purposes of finding out the relationship between Teaching Efficacy and Professional Commitment of college teachers. This objective was achieved within the framework of the hypotheses maintained. The raw data for the study was obtained with the help of Survey. In order to screen the data for meaningful purposes and to test the hypothesis the data was analyzed with the help of various Statistical techniques. An attempt has been made to relate the outcomes of the analysis to the framed hypotheses so as to arrive at meaningful conclusion for the sake of conversation and keeping in view the nature and objective of the study and the results are presented here.

Determination level of Professional Commitment scale

The score of Professional Commitment of college teachers were calculated and on the basis of this value, three categories were found. The Mean+ S.D and Mean-S.D. values were calculated. These were found to be 259 and 196 respectively. The score falling above 259 below 196-259 and below 196 indicated high, average and low levels of Professional Commitment respectively.

Table 1

Showing the Determination Level of Professional Commitment of college Teachers

Categories	Scores
Low Professional Commitment	Less than 196
Average Professional Commitment	Between 196-259
High Professional Commitment	More than 259

Table2**Table showing the Determination Level of Teaching Efficacy**

Categories	Scores
Low Teaching Efficacy	Less than 398
Average Teaching Efficacy	Between 398-488
High Teaching Efficacy	More than 488

Section- I

Percentage

Objective-1: To Study the Professional Commitment of college teachers.

To reveal the Professional Commitment of college teachers the data was grouped into three groups. on the basis of determination levels given Table 1. Table 3 indicates the percentage of college teachers having High Professional Commitment (HPC), Average Professional Commitment (APC) and Low Professional Commitment (LPC)

Table 3

Showing Percentage of College teachers having High Professional Commitment, Average Professional Commitment and Low Professional Commitment

Sr.No	Variable	Levels	N	Percentage
1.	Professional Commitment	HPC	16	8%
		APC	154	77%
		LPC	30	15%

Table 3 shows that only 8% college teachers fall under the category of High Professional Commitment(HPC) 77% of college teachers fall under the category of Average Professional Commitment(APC) and 15% college teacher fall under the category of Low Professional Commitment(LPC)

It can be said from the above data that less than 50% teachers are Highly Committed towards their professions. From the above results it can be said that most of the college teachers have average level of Professional Commitment .

Objective 2: To study the Teaching Efficacy of college teachers.

To reveal the Teaching Efficacy of college teachers the data was grouped into three groups. Mean + S.D and Mean – S.D values were calculated. Table 4 indicates the percentage of college teachers having High Teaching Efficacy (HTE), Average Teaching Efficacy (ATE) and Low Teaching Efficacy (LTE).

Table 4

Showing Percentage of College teachers having High Teaching Efficacy, Average Teaching Efficacy and Low Teaching Efficacy.

Sr.No	Variable	Levels	N	Percentage
1.	Teaching Efficacy	HTE	14	7%
		ATE	150	75%
		LTE	36	18%

Table 4 shows that only 7% college teachers fall under the category of High Teaching Efficacy (HTE) 75 % of college teachers fall under the category of Average Teaching Efficacy (ATE) and 18% college teacher fall under the category of Low Teaching Efficacy (LTE). From the above results, it can be said that most of the college teachers have average levels of Teaching Efficacy.

SECTION II

COEFFICIENT OF CORRELATION

Hypothesis 1: There exists no significant relationship between Professional Commitment and Teaching Efficacy among college teachers.

Table 5

Table Showing Coefficient of Correlation between Professional Commitment and Teaching Efficacy among college teachers.

Sr No	Variable	N	Coefficient of Correlation	Level of Signification	of Interpretation
1.	Professional Commitment	200	$\alpha=0.284241383$	0.05 level	Positive and Significant
2.	Teaching Efficacy	200			

Table 5 shows the coefficient of correlation between the Professional Commitment and Teaching Efficacy among college teachers. The value of coefficient of correlation of Professional Commitment and Teaching Efficacy of college teachers is $\alpha=0.284241383$ which is significant at 0.05 levels. Thus the hypothesis no 1 that “ There exists no significant relationship between Professional Commitment and Teaching Efficacy among college teachers” stands accepted in the present study. So, it can be said that both variable are not independent of each other. Therefore, it may be inferred that a person with High Teaching Efficacy will possess high level of Professional commitment.

SECTION -III

ANOVA

Hypothesis 2 : There exists no significant difference between means scores of Professional Commitment of female college teachers belonging to different levels of Teaching Efficacy.

For testing the above said hypotheses three groups of female college teachers namely Group I, Group II and Group-III were formed. Group – I included the scores of Professional Commitment of those female college teachers who possess Low Teaching Efficacy. Group –II included the scores of Professional Commitment of those female college teachers who have

Average level of Teaching Efficacy and Group III included the scores of Professional Commitment of those female college teachers having High level Teaching Efficacy.

Table 6
F-Value of Professional Commitment with respect to varying levels of Teaching Efficacy

ANOVA					
Source of Variation	Sum of Squares(SS)	df	Mean squares (MS)	F- ratio	Interpretation
Between Groups	9730.442356	2	4865.221178	7.301589212	Significant at 00.5 level
Within Groups	72629.27193	109	666.3235957		
Total	82359.71429	111			

Table 6 Shows that the value of sum of squares and mean squares between groups are 9730.442356 and 4865.221178 and values of sum of squares within groups are 72629.27193 and 666.3235957 respectively. The F- value being 7.301589212 is significant at 0.05 levels. The Result revealed that there is significant difference in the Professional Commitment of female college teachers with varying levels of Teaching Efficacy. Thus, the Hypothesis no 2 stated that “There exists no significant difference between means scores of Professional Commitment of female college teachers belonging to different levels of Teaching Efficacy” is not accepted in the present study.

The reason for the above results may be because there exists positive and significant correlation between two variables as is found in this study. So, the varying levels of Teaching Efficacy are bound to affect Professional Commitment of college teachers.

Hypothesis 3: There exists no significant difference between means scores of Professional Commitment of Male college teachers belonging to different levels of Teaching Efficacy.

For testing the above said hypotheses three groups namely Group I, Group II and Group-III were formed. Group – I included the scores of Professional Commitment of those male college teachers who possess High Teaching Efficacy Group –II included the scores of Professional Commitment of those male college teachers who have Average level of Teaching Efficacy and Group III included the scores of Professional Commitment of those male college teachers having Low level Teaching Efficacy.

In order to test the variance in Professional Commitment of male college teachers with varying levels of Teaching Efficacy data was grouped into three categories by working out the scores of Professional Commitment on the basis of different levels of Teaching Efficacy. Different levels of Teaching Efficacy were determined by using Mean+SD and Mean-SD. Values. ANOVA was applied to see the difference in Professional Commitment of the three groups of male college teachers. The results have been presented in table 7

Table 7

F- ratio of Professional Commitment with Respect to varying levels of Teaching Efficacy.

ANOVA				
<i>Source of Variation</i>	<i>Sum of Squares(SS)</i>	<i>df</i>	<i>Mean squares (MS)</i>	<i>F-ratio</i>
Between Groups	4902.678119	2	2451.339059	3.297400741
Within Groups	62446.90809	84	743.4155725	
Total	67349.58621	86		

Table 7 Showed that the value of sum of squares and mean squares between groups are 4902.678119 and 2451.339059 and values of sum of squares within groups are 62446.90809 and 743.4155725 respectively. The F- value being 3.297 is significant at 0.05 levels. The Result revealed that there is significant difference in the Professional Commitment of male college teachers with varying levels of Teaching Efficacy. Thus, the Hypothesis no 3 ,stated that “ There exists no significant difference between means scores of Professional Commitment of

Male college teachers belonging to different levels of Teaching Efficacy” varies with respect to varied levels of Teaching Efficacy is not accepted in the present study.

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