

Teaching Efficacy as a Predictor of Professional Commitment among College Teachers

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Abstract: *This paper aims to reveal that Teaching Efficacy as a predictor of Professional Commitment among college teachers. The Descriptive survey method was employed in this study. A sample of 200 college teachers was taken. The results revealed that Professional Commitment varies with varying levels of Teaching Efficacy.*

Introduction

Research suggests that quality of higher education depends on Professional Commitment of teachers. To understand Professional Commitment of teachers' in real sense, it must be understood as a variable; which is subject to continuous change and uncertainty because of globalization, knowledge explosion and employment trends. It is said that Professional Commitment of a teacher nurtures the spirit of performing good in the classroom with effectiveness and continuous improvement in his knowledge.

Professional commitment

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.

Teaching Efficacy

Teaching-Efficacy refers to a degree to which the teachers believe that they have the capacity to achieve specific performance. It also refers to the teachers' confidence that they can achieve success in their teaching profession. The teachers who have more Teaching Efficacy can exhibit high levels of planning, motivation to students, meeting students' expectation, showing more innovativeness and creativeness in teaching.

Bandura (1997), emphasized that perceived self-efficacy is concerned with people's belief in their ability to influence events that affect their lives. This core belief is the foundation of human motivation, performance accomplishments and emotional well being.

According to Eggen and Kauchak (2010) described Teaching Efficacy is a teacher's belief that he or she can cause all students to learn regardless of their prior knowledge or ability.

Types of Teaching Efficacy :

Two types of Teaching Efficacy

1. Personal Efficacy
2. General Efficacy

Personal Teaching Efficacy refers to teacher's own feeling of their confidence on their abilities that they can perform a specific objective and achieve success. General Teaching Efficacy refers to the general belief about the capacity of the teachers to influence the students. These two constructs are independent of each other.

Tschamen-moran et. al. (1998) stated that Teaching Efficacy is analogous to the teaching context. Teachers feel capable of teaching specific subjects to specific students in specific teaching context and it is expected that will feel more or less able under differing conditions. Consequently, in terms of their evaluation of efficacy, we need to include the teaching task and the teaching context, the weakness as well as the qualification of teacher with respect to required task.

Teaching Efficacy is the teachers' expectation that teaching can influence the student learning. It is their belief in themselves that they can cause all types of students to learn. Teaching Efficacy is an integral part of education system. It is directly proportional to the level of achievement or learning. In the present study, Teaching Efficacy means faith & trust of teachers is their ability to improve students' learning.

Rationale of the study

Today technological development and constant knowledge expansion is 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.

A Committed Professional is ever ready to task risks. He/she is able to build bridge among people and ideas. It enables a person to challenge the status quo and make him able to embrace and live with ambiguity. Professionally Committed and dedicated teachers always remain a source of great inspiration for their students. This means educationists have to let go off old activities or ways and should adopt new techniques to meet the challenges. They play an important role in education of the future members of a society through their work in schools.

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. A huge amount of research has been done on analyzing the Professional Commitment with different variables. But, few researches have been done on analyzing the Professional Commitment of teachers in relation to their Teaching Efficacy. So, this study aimed to see the relationship of Professional Commitment of college teachers with their Teaching Efficacy.

OBJECTIVES

The following were the main objectives of the study

1. To compare mean scores of Professional Commitment of male college teachers belonging to different levels of Teaching Efficacy.
2. To compare mean scores of Professional Commitment of rural college teachers belonging to different levels of Teaching Efficacy.
3. To compare mean scores of Professional Commitment of urban college teachers belonging to different levels of Teaching Efficacy.

DELIMITATIONS

1. The present study was delimited to a sample of 200 college teachers only.
2. The study was delimited to selected colleges of Ludhiana and Moga district only.

METHOD AND PROCEDURE DESIGN OF THE STUDY

Descriptive survey method was used in this study college teachers have been taken to find out the relationship between Professional Commitment and Teaching Efficacy.

SAMPLE

In the present study random sample of 200 college teachers of Moga and Ludhiana districts of Punjab were taken.

TOOLS USED

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 tools were employed for data collection.

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

DATA COLLECTION

Collection of data for the study was undertaken over a sample of 200 college teachers. The scales of Professional Commitment and Teaching Efficacy were personally administered by the investigator. Prior to actual administration of the test the permission of the principal of the college had been sought in order to have full co-operation from the staff.

Different dates were fixed in different colleges for administration the test. Then the investigator went personally to each college to collect the data. Before the actual administration of the test the investigator tried to establish rapport with college teachers by explaining the purposes of the study. The scales are meant to know the Professional Commitment and Teaching Efficacy college teachers. Instructions were already written on the scale. On the basis of written instruction and due to the humble request of the investigator teachers filled the questionnaire there was no time limit for completing the test.

RESULTS

Hypothesis 1: 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 Group – I the mean of Professional Commitment of male college teachers having Low level Teaching Efficacy is 218.82. In Group – II the mean of Professional Commitment of male college teachers having Average level Teaching Efficacy is 231.33 and in Group –III the mean of Professional Commitment of male college teachers having high level of Teaching Efficacy is 243.18.

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 2

Table 2

Showing means of Professional Commitment of male college teachers with 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 2 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.1 stated that “ Thereexists 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.

Hypothesis 2: There exists no significant difference between mean scores of Professional Commitment of rural 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 rural college teachers who possess High Teaching Efficacy, Group –II included the scores of Professional Commitment of those rural college teachers who have Average level of Teaching Efficacy and Group III included the scores of Professional Commitment of those rural college teachers having Low level Teaching Efficacy.

The mean score of Professional Commitment of rural college teachers belonging to Group- I having High level of Teaching Efficacy is 210.75, the mean score of Professional Commitment of rural college teachers belonging to Group -II having Average level of Teaching Efficacy is 229.21,The mean score of Professional Commitment of rural college teachers belonging to Group-III having Low level Teaching Efficacy is246.33

In order to test the variance in Professional Commitment of rural 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. value the scores of Teaching Efficacy. ANOVA was applied to see the difference in Professional Commitment of the three groups of rural college teachers. The results have been presented in table 3.

Table 3

Showing means of Professional Commitment of rural college teachers with 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	7882.098496	2	3941.049	5.378613
Within Groups	67410.78571	92	732.7259	
Total	75292.88421	94		

Table 3 Showed that the value of sum of squares and mean squares between groups are 7882.098496 and 3941.049 and values of sum of squares within groups are 67410.78571 and 732.7259 respectively. The F-value being 5.378613 is significant at 0.05 levels. The Result revealed that there is significant difference in the Professional Commitment of rural college teachers with varying levels of Teaching Efficacy. Thus the Hypothesis no 2 stated that “There exists no significant difference between mean scores of Professional Commitment of rural college teachers belonging to different levels of Teaching Efficacy” is not accepted.

Hypothesis 3: There exists no significant difference between mean scores of Professional Commitment of urban college teachers varies with respect to varied 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 urban college teachers who possess High Teaching Efficacy Group –II included the scores of Professional Commitment of those urban college teachers

who have Average level of Teaching Efficacy and Group III included the scores of Professional Commitment of those urban college teachers having Low level Teaching efficacy.

In Group – I the mean of Professional Commitment of urban college teachers having High level Teaching Efficacy is 213.85 , In Group – II the mean of Professional Commitment of urban college teachers having Average level Teaching Efficacy is 226.10 , In Group –III the mean of Professional Commitment of urban college teachers having Low level Teaching Efficacy is 245.95

In order to test the variance in Professional Commitment of urban 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. value the scores of Teaching Efficacy. ANOVA was applied to see the difference in Professional Commitment of the three groups of urban college teachers. The results have been presented in table 4

Table 4

Showing means of Professional Commitment of urban college teachers with 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	10840.09182	2	5420.045908	5.20943382
Within Groups	106123.7558	102	1040.428978	
Total	116963.8476	104		

Table 4 Showed that the value of sum of squares and mean squares between groups are 10840.09182 and 5420.045908 and values of sum of squares within groups are 106123.7558 and 1040.428978 respectively. The F- value being 5.20943382 is significant at 0.05 levels. The Result revealed that there is significant difference in the Professional Commitment of urban college teachers with varying levels of Teaching Efficacy. Thus the Hypothesis no 3 stated that “There exists no significant difference between mean scores of Professional Commitment of urban college teachers varies with respect to varied levels of Teaching Efficacy” varies with respect to varied levels of Teaching Efficacy is not accepted.

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