

Professional Commitment of Secondary School Teachers in Relation to Self -Efficacy and Teacher Effectiveness

Divya Garg

Phd Scholar, Galgotias University

Abstract:

Professional commitment and self-efficacy are essential factors that influence teacher effectiveness. Teachers who are committed to their profession and have high self-efficacy are more likely to be motivated, engaged, and dedicated to their work, which can positively impact student learning outcomes. Professional commitment and self-efficacy are closely related to each other and can influence each other. Teachers who have high self-efficacy are more likely to be committed to their profession, while teachers who are committed to their profession are more likely to have high self-efficacy. Therefore, it is essential for schools and administrators to support teachers in developing and maintaining high levels of professional commitment and self-efficacy.

Keywords: Professional Commitment, Secondary School Teachers, Self -Efficacy and Teacher Effectiveness

Introduction

The role of senior secondary school teachers is crucial in shaping the future of students. Teachers who are committed to their profession and have high self-efficacy beliefs are more likely to be effective in their teaching practices. Professional commitment refers to the level of dedication and loyalty that teachers have towards their profession (Ambrish, K.S.and Azkiya,W.(2016)). It involves a willingness to go above and beyond the call of duty and a desire to continuously improve one's teaching practices. Professional commitment is essential for teachers to be effective in their roles and to provide quality education to their students. Self-efficacy refers to an individual's belief in their ability to perform a specific task successfully (Arjunan M, Balamurugan(2013)). In the context of teaching, self-efficacy beliefs relate to a teacher's confidence in their ability to teach effectively. Teachers with high levels of self-efficacy are more likely to take on challenging tasks, persist in the face of difficulties, and adapt their teaching practices to meet the needs of their students (Neena Sawhney, N. (2015)). Teacher effectiveness refers to the extent to which teachers are able to facilitate student learning and achieve desired learning outcomes. Effective teachers are those who are able to engage students, create a positive learning environment, and provide high-quality instruction that meets the needs of all students (Ranju Bala (2017)).

Previous research has shown that there is a positive relationship between professional commitment, self-efficacy, and teacher effectiveness. Teachers who are highly committed to their profession are more likely to have high levels of self-efficacy and be effective in their teaching practices (Buettner CK (2017)). This

is because committed teachers are more likely to engage in professional development activities, seek feedback from colleagues and students, and continuously reflect on their teaching practices.

Furthermore, teachers with high levels of self-efficacy are more likely to be effective in their teaching practices (Brasseur S, Gregoire J,(2013)) This is because they are more confident in their ability to teach effectively, which allows them to take on challenging tasks and persist in the face of difficulties. Effective teachers are those who are able to create a positive learning environment, engage students, and provide high-quality instruction that meets the needs of all students. (Lau PSY, Wu FKY, (2012)). Thus, professional commitment and self-efficacy are essential for teacher effectiveness among senior secondary school teachers. Teachers who are committed to their profession and have high levels of self-efficacy are more likely to be effective in their teaching practices and provide quality education to their students. (Lopez SM, 2021) It is important for schools and educational institutions to support teachers in developing their professional commitment and self-efficacy beliefs to improve teacher effectiveness and student outcomes (Martins A, Ramalho N, (2017)).

Professional commitment

Teaching is a noble profession that requires a high level of professional commitment. Senior school teachers, in particular, have a significant responsibility to ensure that their students receive quality education and are well-prepared for their future endeavors (Mikolajczak M., (2009)). Senior school teachers play a crucial role in shaping the academic and personal development of their students. They are responsible for creating a positive learning environment that fosters intellectual curiosity, critical thinking, and creativity (Nelis D, Kotsou I, et.al. (2011)). They must also provide guidance and support to their students, helping them navigate the challenges of adolescence and prepare for the transition to adulthood. Professional commitment is essential for senior school teachers to fulfill their role effectively. Randall DM.(1985). It involves a dedication to continuous learning, professional development, and staying up-to-date with the latest teaching methodologies and technologies (Salovey P, Mayer JD.(1997)). It also requires a commitment to ethical standards, such as maintaining confidentiality, respecting diversity, and promoting inclusivity (Sharma S. (2016)).

Senior school teachers who are professionally committed are more likely to be effective in their roles. They are better equipped to engage their students, inspire them to learn, and create a positive learning environment (Siraneh Y, 2018). They are also more likely to be respected by their colleagues, students, and parents. There are several ways that senior school teachers can demonstrate their professional commitment. One way is by participating in professional development programs, such as workshops, conferences, and training sessions Stamouli E, Gerbeth S. (2021). These programs provide opportunities for teachers to learn new skills, share best practices, and stay up-to-date with the latest teaching methodologies. Another way to demonstrate professional commitment is by engaging in research and scholarly activities Veisi M,(2012). This involves conducting research on teaching and learning, publishing articles in academic journals, and presenting at conferences. These activities not only contribute to the teacher's professional development but also benefit the wider academic community Christen, M., Ayer, G. (2006).

Self-efficacy

As educators, teachers play a critical role in shaping the future of their students. The self-efficacy of senior school teachers is an essential factor in determining the quality of education that students receive. Self-

efficacy refers to an individual's belief in their ability to perform a task successfully. In the context of teaching, self-efficacy refers to a teacher's belief in their ability to effectively teach their students. Davis, K. and Nostrum, J.W. (1985). Senior school teachers face numerous challenges in their profession, including managing large classes, dealing with diverse student populations, and adapting to changes in curriculum and teaching methods. Therefore, it is essential for senior school teachers to have a high level of self-efficacy to overcome these challenges and provide quality education to their students Herzberg, H. F. (1976).

Research has shown that teachers with high levels of self-efficacy are more likely to use effective teaching strategies, provide constructive feedback, and create a positive learning environment. They are also more likely to be resilient in the face of challenges and setbacks, which can have a positive impact on their mental health and job satisfaction Kaminski, B.S. (2007). Moreover, teachers with high levels of self-efficacy can positively influence their students' academic performance. When teachers believe in their ability to teach effectively, they are more likely to set high expectations for their students and provide them with the necessary support and resources to achieve those expectations. This can lead to improved student learning outcomes and academic achievement Locke, E.A. and Latham, G.P. (1990).

Teacher effectiveness

As students' progress through their academic careers, they rely heavily on the guidance and instruction of their teachers. Senior school teachers, in particular, play a crucial role in shaping the academic and personal development of their students. Therefore, it is important to assess the effectiveness of senior school teachers to ensure that they are providing the best possible education for their students (Mullins, J.L. (2005)).

There are several factors that can impact the effectiveness of senior school teachers. One of the most important factors is their level of subject matter knowledge. Teachers who have a deep understanding of their subject matter are better equipped to explain complex concepts and answer students' questions (Mrunalini, T. & Sankaraih.B. (2010)). Additionally, teachers who are passionate about their subject matter are more likely to engage their students and inspire them to learn.

Another important factor is classroom management skills. Effective senior school teachers are able to create a positive learning environment where students feel safe, respected, and motivated to learn. They are also able to manage student behavior effectively, which helps to minimize disruptions and maximize learning time. Communication skills are also critical for teacher effectiveness (Panday, R and Tripathy,(2006)). Teachers who are able to communicate clearly and effectively with their students are better able to convey important information and help students understand complex concepts. Additionally, effective communication with parents and colleagues can help to build strong relationships and promote collaboration.

Evaluating teacher effectiveness can be a challenging task, but there are several methods that can be used (Rue, L.W. and Byers, L. (2003)). One common method is classroom observation, where an administrator or colleague observes the teacher in action and provides feedback on their performance. Another method is student evaluations, where students provide feedback on the teacher's effectiveness and teaching style (Renu and Nanda (1999)). It is important to note that evaluating teacher effectiveness should be an ongoing process rather than a one-time event. Teachers should receive regular feedback and support to help them improve their skills and provide the best possible education for their students (Specter, P.E. (1997)).

Relationship between professional commitment, self-efficacy and teacher effectiveness

Professional commitment, self-efficacy, and teacher effectiveness are three key factors that play a significant role in shaping the quality of education. Professional commitment refers to the level of dedication and loyalty that teachers have towards their profession, while self-efficacy is the belief in one's ability to perform a task successfully. Teacher effectiveness, on the other hand, is the degree to which teachers are able to achieve their instructional goals and positively impact student learning outcomes (Sweeney, P.D. and McFarlin, D.B. (2005)).

Research has shown that there is a positive relationship between professional commitment, self-efficacy, and teacher effectiveness. Teachers who are highly committed to their profession are more likely to have high self-efficacy and be effective in their teaching. This is because they are more motivated to engage in professional development activities, collaborate with colleagues, and use innovative teaching strategies. Furthermore, teachers who have high self-efficacy are more likely to be effective in their teaching. This is because they are more confident in their ability to teach effectively, set challenging goals for their students, and provide constructive feedback. Effective teachers also tend to have high levels of professional commitment and self-efficacy, which further enhances their effectiveness (Selvaraj Gnanaguru, A & Suresh Kumar, M, in (2008)).

Professional commitment is an essential component of effective teaching. Teachers who are committed to their profession are more likely to be motivated and engaged in their work, which can lead to better student outcomes. Research has shown that teachers who have a high level of professional commitment are more likely to stay in the profession for longer periods of time, which can lead to greater stability in schools and better continuity in instruction (Arjunan M, Balamurugan (2013)).

Furthermore, professional commitment can also lead to greater collaboration among teachers. Teachers who are committed to their profession are more likely to work together to improve their teaching practices and share resources, which can lead to better outcomes for students. Additionally, professional commitment can also lead to greater involvement in professional development activities, which can help teachers stay up-to-date with the latest research and best practices in education.

Self-efficacy is another important factor that contributes to teacher effectiveness. Teachers who have a high level of self-efficacy believe that they are capable of achieving their instructional goals and positively impacting student learning outcomes. This belief can lead to greater motivation and engagement in teaching, which can ultimately lead to better student outcomes. Research has shown that self-efficacy is positively correlated with teacher performance. Teachers who have a high level of self-efficacy are more likely to use effective teaching strategies, provide clear instructions, and give constructive feedback to students. Additionally, teachers with high self-efficacy are more likely to persist in the face of challenges and setbacks, which can lead to greater resilience and adaptability in the classroom Randall DM. (1985).

Professional commitment and self-efficacy are closely related factors that can impact teacher effectiveness. Teachers who have a high level of professional commitment are more likely to have a strong sense of self-efficacy, as they believe in the importance of their work and their ability to make a positive impact on student learning outcomes. Furthermore, professional commitment can also lead to greater opportunities for teachers to develop their self-efficacy (Panday, R and Tripathy, (2006)). Teachers who are committed to their profession are more likely to seek out professional development opportunities, which can help them develop new skills and strategies that can improve their teaching effectiveness. Additionally, professional commitment can also lead to greater collaboration among teachers, which can provide opportunities for teachers to learn from one another and develop their self-efficacy.

Conclusion

Professional commitment is essential for senior school teachers to fulfill their role effectively. It involves a dedication to continuous learning, professional development, and ethical standards. Senior school teachers who are professionally committed are more likely to be effective in their roles, create a positive learning environment, and be respected by their colleagues, students, and parents. By demonstrating professional commitment, senior school teachers can help shape the future of our society by preparing the next generation of leaders and innovators. Senior school teachers play a critical role in shaping the academic and personal development of their students (Mullins, J.L. (2005)). Factors such as subject matter knowledge, classroom management skills, and communication skills can impact teacher effectiveness. Evaluating teacher effectiveness is important to ensure that teachers are providing the best possible education for their students. By providing regular feedback and support, we can help senior school teachers improve their skills and continue to make a positive impact on their students' lives. The professional commitment, self-efficacy, and effectiveness of senior secondary school teachers are essential factors that determine the quality of education they provide. Teachers who are highly committed to their profession and have high self-efficacy are more likely to be effective in their teaching. Therefore, it is crucial for schools and policymakers to support and encourage teachers' professional development, collaboration, and innovative teaching strategies to enhance their professional commitment, self-efficacy, and effectiveness.

Implications for Practice

The relationship between professional commitment, self-efficacy, and teacher effectiveness has important implications for practice. Schools and districts can support teacher effectiveness by fostering a culture of professional commitment and providing opportunities for teachers to develop their self-efficacy. One way to foster professional commitment is to provide teachers with opportunities for collaboration and professional development. Schools and districts can create professional learning communities where teachers can work together to improve their teaching practices and share resources Stamouli E, Gerbeth S. (2021). Additionally, schools and districts can provide ongoing professional development opportunities that are aligned with the needs of teachers and the goals of the school or district. To support the development of self-efficacy, schools and districts can provide teachers with opportunities for feedback and reflection. Teachers who receive constructive feedback on their teaching practices are more likely to develop their self-efficacy and improve their teaching effectiveness (Neena Sawhney, N. (2015)). Additionally, schools and districts can provide opportunities for teachers to reflect on their teaching practices and set goals for improvement. Teachers who are committed to their profession, believe in their ability to perform a task successfully, and are able to achieve their instructional goals are more likely to positively impact student learning outcomes. Schools and districts can support teacher effectiveness by fostering a culture of professional commitment, providing opportunities for collaboration and professional development, and supporting the development of self-efficacy through feedback and reflection (Mrunalini, T. & Sankaraih.B. (2010)).

REFERENCES

1. Ambrish, K.S. and Azkiya, W. (2016). Professional Commitment of Secondary School Teachers in relation to their Gender and Area: A Comparative Study. *Global Journal for Research Analysis (GJRA)*, 5(7), 264-265.

2. Arjunan M, Balamurugan(2013) M. Professional commitment of teachers working in tribal area schools.
3. International Journal of Current Research and Development. 2(1):65-74.
4. Neena Sawhney, N. (2015). Professional Commitment among Secondary School Teachers in Relation to Location of their School. Global Journal for Research Analysis (GJRA), 4(8), 238-239.
5. Ranju Bala (2017): Professional commitment of school teachers in the state of Panjab. Scholarly research journal for humanity science and English language; June-July, VOL. 4/22. Pg.no: 5393-5398
6. Buettner CK, Jeon L, Hur E, Garcia RE. Teachers' social-emotional capacity: Factors associated with teachers' responsiveness and professional commitment. Early Education and Development. 2016;27(7):1018-1039.
7. Brasseur S, Gregoire J, Mikolajczak M. The profile of emotional competence: Development and validation of a self-reported measure that fits dimensions of emotional competence theory. Plos one. 2013;8(5):e62-635.
8. Lau PSY, Wu FKY. Emotional competence as a positive youth development construct: A conceptual review. The Scientific World Journal; c2012. Article ID 975189/8.
9. Lopez SM, Extremera N, Chambel MJ. Linking self and other-focused emotion regulation abilities and occupational commitment among pre-service teachers: Testing the mediating role of study engagement. Int. J Environ. Res. Public Health. 2021;18(10):54-34.
10. Martins A, Ramalho N, Morin E. A comprehensive meta-analysis of the relationship between emotional intelligence and health. Personality and Individual Differences. 2017;49:554-564.
11. Mikolajczak M. Moving beyond the ability-trait debate: A three level model of emotional intelligence. E-Journal of Applied Psychology. 2009;5:25-32.
12. Nelis D, Kotsou I, Quoidbach J, Hansenne M, Weytens F, Dupuis P, et al. Increasing emotional competence improves psychological and physical well-being, social relationship and employability. Emotion. 2011;11(2):354-366.
13. Randall DM. Commitment and the organization: The organization man revisited. Academy of Management Review, 1985, 12(3).
14. Salovey P, Mayer JD. What is emotional intelligence? In P. Salovey and D. Sluyter (eds.) Emotional Development and Emotional Intelligence: Implications for Educators, New York: Basic Books; c1997.
15. Sharma S. To find the relationship of professional commitment of teachers educators with emotional intelligence and socio-economic status. Academicia: An International Multidisciplinary Research Journal. 2016;6(12):136:143.
16. Sharma HC, Bhardwaj RL. Manual for the Scale of Emotional Competencies. Agra: National Psychological Corporation; c1998.
17. Siraneh Y, Ololo S, Tsega G, Yitbarek K, Adamu A, Exchafo B, et al. Level and factors associated with professional commitment of health professionals providing institutional delivery services in public health facilities, Southwest Ethiopia. Ethiop. J Health Sci. 2018;28(4):495-504.
18. Stamouli E, Gerbeth S. The moderating effect of emotional competence on job satisfaction and organisational commitment of healthcare professionals. BMC Health Services Research. 2021;21(1):1-10.
19. Veisi M, Alizadeh Z. The Survey of the relationship between emotional intelligence and the staff's professional commitment. J Basic. Appl. Sci. Res. 2012;2(4):3258-3267.

20. Diuguid, Darraya.R. in(2009). Studied Student Teachers Awareness, Preparedness and Attitudes of Issues Related to high Poverty Schools. . Journal of Experimental Education June 1955.
21. Christen, M., Ayer, G. and Sober man, D. (2006). Job Satisfaction, Job Performance, and Effort: A Reexamination Using Agency Theory, Journal of Marketing, January, Vol. 70, pp. 137-15
22. Davis, K. and Nostrum, J.W. (1985). Human Behavior at work: Organizational Behavior, 7 editions, McGraw Hill, New York, p.109.
23. Herzberg, H. F. (1976). Motivation-Hygiene Profiles, p. 20 George, J.M. and Jones, G.R. (2008). Understanding and Managing Organizational behavior, Fifth Edition, Pearson/Prentice Hall, New Jersey, p. 78 .
24. Kaminski, B.S. (2007). Encyclopedia of Business and Finance, Second edition, Thompson Gale, Detroit, p. 446
25. Locke, E.A. and Latham, G.P. (1990). A theory of goal setting and task performance, Prentice Hall, p.4 Lufthansa, F. (1998). Organizational Behavior, 8 Editions, McGraw-Hill/Irwin, Boston, p. 147
26. Mullins, J.L. (2005). Management and organizational behavior, Seventh Edition, Pearson Education Limited, Essex, p. 700
27. Mrunalini, T. & Sankaraih.B. (2010). Study on Attitudes and Reflections of Prospective Teachers on Environmental Concerns. Social psychology of Education,6,61-90.
28. Panday, R and Tripathy,(2006). Attitude towards teaching, Harper and Brothers, New York, p. 47
29. Rue, L.W. and Byers, L. (2003). Management, Skills and Application, 10 ed., McGraw-Hill/Irwin, New York, p. 259
30. Renu and Nanda (1999)). A theory of goal setting and task performance, Prentice Hall, p.4
31. Specter, P.E. (1997). Job satisfaction: Application, assessment, causes and consequences, Thousand Oaks, Corsage Publications, Inc Stat, D. (2004). The Rutledge Dictionary of Business Management, Third edition, Rutledge Publishing, Detroit, p. 78
32. Sweeney, P.D. and McFarlin, D.B. (2005). Organizational Behavior, Solutions for Management, McGraw-Hill/Irwin, New York. 57 and Badola, (2010). Study on studied, IGNOU (B.ED.)Teacher Trainees Attitude towards Awareness of the Fundamental Rights of Secondary school Students rights of secondary school students. . Journal of Higher Education Policy Management, vol.21, no.2, pp. 203-214.
33. Selvaraj Gnanaguru, A & Suresh Kumar,M, in(2008). Study on under Achievement of B.Ed Students in Relation to their Home Environment and Attitude towards Teaching. . Journal of Higher Education Policy Management, vol.21, no.2,pp. 203-214.