

Relationship between professional commitment and self-efficacy of secondary teacher educators

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Abstract

In the present investigation an attempt has been made to find the relationship between professional commitment and self-efficacy of secondary teacher educators. A sample of 240 teacher educators working in private B.Ed. colleges of Himachal Pradesh was selected through incidental sampling. Professional Commitment Scale for Teacher Educators by Sood (2011) and General Self-efficacy scale adapted by Attri (2005) were used for data collection. Pearson's correlation was applied to find the relationship between professional commitment and self-efficacy of secondary teacher educators. The findings of the study revealed that positive correlations existed between overall professional commitment and its different dimensions (i.e. Commitment to the learner; Commitment to the Society; Commitment to the Profession; Commitment to Achieve Excellence for professional actions; Commitment to Basic Values) and self-efficacy of secondary teacher educators.

Keywords: professional commitment; professional actions; values; self-efficacy and secondary teacher educators

Introduction

The edifice of every human society rests upon education. Education ensures effective transmission of knowledge, culture, values, capabilities and skills to new generations. It moulds the behaviour and personality attributes at every age level and prepares them to become well-adjusted and productive members of their social orders. All such goals are achieved through the work teacher educators duties and responsibilities they discharge in educational institutions. To discharge their duties well, it is necessary for secondary teacher educators to acquire professional commitment towards their learner, towards society, towards their profession and to inculcate basic values among teacher trainees.

The indispensable root of quality teacher education is based on competency and commitment. It is presumed that if teacher educators acquire professional competencies and commitment, it will result in sound secondary teacher educators' performance. In the functional sense, professional commitment on the part of secondary teacher-educators essentially consists not only in doing their best for introducing teachers to the competencies that they would need as teachers' in college, but also practically inspiring them towards their profession and inculcate values of the teaching profession. The professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities. Professional Commitment is the psychological connection between an individual and his profession based on affective reaction of the individual towards this profession.

In teaching process professional commitment played a quite role in reshaping the teacher and secondary teacher educators' role performance and building future citizens of India. In order to measure the professional commitment of teacher educators, NCTE (1998) identified five major dimensions of professional commitment. These are following which are studied in this paper:

- **Commitment to the learner:** It includes genuine love for

the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc.

- **Commitment to the Society:** Indicates the awareness and concern about the impact of the teacher educators work on the welfare of the society, democratic values of the nation.
- **Commitment to the Profession:** Indicates the dedication to the profession, professional ethics and sense of vocation.
- **Commitment to Achieve Excellence for professional actions:** Means the achievement in all aspects of a teacher educator's roles and responsibilities, care and concern for doing everything in the classroom, in the school and outside the school academically.
- **Commitment to Basic Values:** indicates the teachers should be a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc.

Similarly, self-efficacy plays an important role in teaching process. It is a constantly evolving process from childhood to old age. It increases as an individual becomes more confident that he or she can accomplish a task. The belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. The development of self-efficacy beliefs continue throughout life as people learn, experience and develop into more complex human beings. Bandura (1986) [3] defined it as, People judgment of their capabilities to organize and executive course of action required attaining designated types of performance. This study has dynamic importance because nation builders are built by teacher educators directly or indirectly and the nourishment of the backbone of the nation lies in the hands of teacher educators. Canrinus *et al.* (2012) [4] tested self-efficacy, job satisfaction, motivation and commitment: exploring the relationships between indicators of teachers' professional identity. The importance of teachers' classroom self-efficacy and teachers' relationship satisfaction suggested that affecting

a teacher's sense of professional identity would be possible by influencing these indicators as they influence, in their turn, the other indicators. Relationship satisfaction could be strengthened by providing or enhancing a supportive environment making sure that teachers feel they are listened to by the school board and developing a strong feeling of relatedness between team members.

Professional Commitment of the teachers and teacher educators has been explored in relation to Self-actualization (Mathew, 2003), Marital Status and NET qualification (Goyal, 2012), Residential Background (Gupta & Jain, 2013) and Teacher motivation, self-efficacy (Busch and Pettersen, 2008; Kaur & Kaur, 2013). Further, Kaur & Kaur (2013) found positive relationship between self-efficacy and all dimension of professional commitment i.e. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to the basic values of the teachers. The present study focuses on relationship between professional commitment and self-efficacy of secondary teacher educators.

Need and significance of the study

The significance of the study may be judged by the contributions, which it is likely to make. In the modern era, secondary teacher educators are expected to play the role of social change and modernization. However, in order to meet the challenges successfully, it is necessary to improve the quality of teacher education. It is important to study the professional commitment of secondary teacher educators. A committed teacher educator acts as an active manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. They have to take up the role of reforming our society, developing modern values, attitude in students, masses and work for building up of equalization, secular and socialist society.

The need of hour is painstakingly rebuild the professional commitment of teacher educators, nurture their skills through continuing education. It must be ensured that their work reflects our constitutional values. The key to improving quality and indeed the entire edifice of our education system is to being focus back on professional commitment of secondary teacher educators. The need for improvement and enhancement of professional commitment of teacher educators is universally emphasized and highlighted in educational circles. Secondary teacher educators train the future teacher effectively if they are professionally committed. Self-efficacy is directly related to professional commitment as found by Coladarci (1992) who concluded that greater teaching commitment tended to be expressed by those teachers who were higher in both general and personal efficacy. Joffres and Haughey (2001) ^[8] in their qualitative study on decline of elementary teachers' commitment concluded that when teachers experienced low self-efficacy their commitments shifted or declined. While academic qualification, subject matter knowledge, pedagogy and teaching skills are important factors in determining teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education.

Self efficacy beliefs play a vital role in enhancing motivation and promoting learning and performance.

Beside the fact that results of this study are helpful for secondary teacher educators, principals of B.Ed. colleges, educational planners and planners of professional development programme for teacher educators at academic staff colleges were also benefited from the result of this study. Teacher educators are the key players in the endeavor to improve the quality of teacher education.

Objective of the study

To find out the relationship between self-efficacy and professional commitment (overall and dimension wise i.e. Commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values) of secondary teacher educators.

Hypothesis of the study

There exists no relationship between self-efficacy and professional commitment (overall and dimension wise i.e. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values) of secondary teacher educators.

Methodology

To conduct this study the 'Survey Technique' under Descriptive Method of Research was used by the investigator.

Sample of the study

To conduct the present study convenient and incidental sampling was employed for the selection of sample. 240 secondary teacher educators working in 60 private B.Ed. colleges of Himachal Pradesh was selected for the study.

Tools Used

Following tools were used by investigator for the collection of data.

- Professional Commitment Scale for Teacher Educators by Sood (2011)
- Adapted version of General Self-efficacy scale by Attri (2005)

Statistical techniques used

In order to achieve the objectives of the present study Pearson's correlations were calculated for different dimensions of professional commitment and self-efficacy of secondary teacher educators.

Analysis and interpretation of data

The collected data from secondary teacher educators of private B.Ed. colleges were analyzed by using descriptive and Pearson's correlations method of research was used for this study. Results of correlations between self-efficacy and professional commitment (dimension wise and overall) of secondary teacher educators have been shown below in table -

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Table 1: Correlations between Self-Efficacy and Professional Commitment of Secondary Teacher Educators

	Dimensions and overall professional commitment					
	Commitment to the learner	Commitment to the society	Commitment to the profession	Commitment to achieve excellence for professional actions	Commitment to the basic values	Overall professional commitment
Self-efficacy Pearson correlation	.538	.316	.469	.382	.131	.571
N	240	240	240	240	240	240

It is evident from the table 1 that self-efficacy is found positively correlated with five dimensions of professional commitment i.e., commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions, commitment to the basic values and overall professional commitment of secondary teacher educators. Hence the hypothesis, that there exists no relationship between self-efficacy and professional commitment is rejected. The correlations obtained are: .538, .316, .469, .382, .131 and .571 respectively i.e. all these correlations are found to be positive. This implies that self-efficacy is positively associated with different dimensions of professional commitment (i.e. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to the basic values) and also with overall professional commitment. Therefore, there is positive relationship between self-efficacy and professional commitment of secondary teacher educators.

Educational Implications

The findings of the present study have implications for teacher educators, management as well as policy makers. They should continuously involved in their professional growth in terms of undertaking research, writing research papers, conducting workshops and seminars, attending conferences, workshops and seminars and presenting papers, etc. This will bring professionalism among teacher educators and in turn will enhance their professional commitment. Private institutes must pay good salaries to the teacher educators to sustain the dignity of vocation by not doing exploitation with them with over loaded work load and lesser amount of salaries. Government must provide better environment of services for both self-financing and government aided educational college teacher educators to improve their level commitment toward profession. Teacher educators must be given ample opportunities to discover their own positives and negatives and initiative must be taken by educational colleges to rise above their weaknesses.

On the basis of the results of self-efficacy, it can be implied that during the recruitment of teacher educators' self-efficacy must be assessed as a valuable input into the selection decision. Self-efficacy of teacher educators needs to be enhanced by building up their self-esteem and boosting their confidence. It is important for the administrators to take care of the personal problems of the teacher educators and see that they develop good and active inter-personal relations. It is important to develop instructional self-efficacy, disciplinary self-efficacy, efficacy for optimum utilization of school and college recourses, efficacy in decision-making and ultimately creating a positive climate. Self-efficacy plays a key influencing role in the relationships between the indicators of teachers' professional commitment. This suggests that strengthening a teacher's professional commitment would be

able by influencing teachers' self-efficacy, as this construct influence, in their turn, the other indicators. Self-efficacy could, for instance, be strengthened by providing professional development opportunities. College authorities should identify the ways and means through which secondary teacher educators can be provided with facilitating work environment which will influence their self-efficacy and also commitment towards their profession.

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