

## Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy

N. Jasmine Sunitha<sup>1\*</sup>, Dr. S. Kalaivani<sup>2</sup>

### ABSTRACT

In the present investigation, an attempt has been made to study and compare the Professional Commitment of secondary school teachers, to study and compare the Self-efficacy of secondary school teachers and to find out the relationship between Professional Commitment and Self-efficacy of secondary school teachers. The present study has been conducted on a higher secondary teacher, working in Government and Government aided, and private secondary school at Kanyakumari of Tamilnadu, India. Professional Commitment Scale PCS - Constructed and Validated by the investigator and research supervisor (2022), Work Motivation Scale WMS – Constructed and validated by Vijayalakshmi S and George Stephen (2017) Teachers Self-Efficacy Scale (TSES) – constructed and validated by the investigator and research supervisor (2022) were used for data collection. The findings of the study revealed that the female higher secondary teachers have more professional commitment as compared to male teachers. There is a significant difference in Professional Commitment of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience. There is a significant difference in Work Motivation of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, and Teaching Experience. There is no significant difference in Work Motivation of higher secondary teachers with respect to Type of Management. There is a significant difference in Self-Efficacy of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.

**Keywords:** *Professional Commitment, Work Motivation, Self-Efficacy, Higher Secondary Teachers*

Teachers are the key element in the configuration of a nation. The assignments of a teacher are transaction of knowledge; convey the expertise and inculcation of values. The task of a teacher is very significant for the growth of a student. Unless the nation has persons of suitable disposition and capability as teachers, it cannot have citizens of broad vision, dedication and leadership. Simultaneously, it is significant to realize that an incompetent teacher is harmful to the nation. The future of a nation is shaped in the classroom. The teachers expand societies, indicate path of development to the nation, and maintain the human aspects of survival. They nurture and cultivate humanistic, ethical and

<sup>1</sup>Ph.D Research Scholar, Department of Education, Annamalai University

<sup>2</sup>Assistant Professor, Department of Education, Annamalai University

\*Corresponding Author

**Received: September 10, 2023; Revision Received: September 23, 2023; Accepted: September 27, 2023**

## Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy

moral values among pupils. Due to industrial development and scientific innovations, the role of a teacher is assuming new magnitude.

### PROFESSIONAL COMMITMENT

Professional commitment is the dedication and loyalty an individual exhibits towards their chosen profession, encompassing a sense of responsibility, ethical conduct, and continuous improvement. It involves a steadfast adherence to the values and standards of one's field. Various authors have highlighted this concept:

**Michael T. Hall:** "Professional commitment is the unwavering dedication to the pursuit of excellence in one's chosen field, driven by a sense of duty and accountability."

### WORK MOTIVATION

The association between a person and his or her work is an essential element of societal existence. The radical changes in this association can sketch out a revolution. There have been two such revolutions-the first with the introduction of machine supremacy in the 19th century and the second with the knowledge explosion through computers. The next revolution that is going on at the moment is that of the 'humanization of job'. The terms humanization of job, industrial democracy, worth of work life and participative work are interchangeably used to describe the identical perception, the core perception of being the significance of treating the employee as human being, humanizing his or her work atmosphere and emphasizing his or her participation in occupational decisions.

### SELF-EFFICACY

Teachers must possess characteristics such as commitment, cooperation, hardworking, dedication and sincerity. But the most important is self-efficacy, which can help in achieving academic excellence by influencing the lives of students. In order to manage the classrooms and achieve academic excellence there is a need of sense of belief that can make a difference in the lives of students they are teaching and that those children are learning. They must feel their professional work is bringing about positive change in their pupils (Kudow (1999). Bandura (1977) renowned social cognitivist identified in his publication, Self-efficacy: Toward a unifying Theory of behavioural change, that an important aspect is not present in his theory and that is self-efficacy. According to Bandura, individuals perceive their capabilities that influence choices of activities and persistence in reaching a goal and referred to these self-perceptions as self-efficacy. It is these beliefs of self- perceptions that make a teacher able to achieve their goals and accomplish their task than their actual ability (Bandura (1986, 1997); Pajaras (2002)). The people who believe that they have the capability to be successful make greater efforts to achieve the desired goals.

## REVIEW OF RELATED STUDIES

### *Studies Related to Professional Commitment*

**Shinde et al., (2023)**, focused to find out the impact of various demographic factors on professional commitment amongst school teachers. A sample of 104 teachers having selected from various higher secondary schools using convenience sampling technique. Yah self-developed questionnaire on factors of professional commitment were administered to the teachers to collect data and the data were analyzed using descriptive statistics and Kruskal -Wallace tests. It was found that there was no significant difference of opinion among the high school teachers as per as the professional commitment is concerned amongst them. There is a significant difference of opinion amongst to the high school teachers towards the professional commitment it has been noted that for almost all the demographic profiles, that non-

## **Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy**

significant differences exist with regards to age, experience, professionalism and motivation whereas significant difference was observed with respect to professional commitment in terms of teachers' designation. The commitment of a teacher is beneficial in National building tasks and the study is useful for various stay called as associated with the world of education leading to improve the professionalism amongst teachers.

**Hatim & Shakir (2021)**, studied the professional commitment among secondary school teachers in relation to self-esteem gender and length of service. A sample of 136 secondary school teachers (63 male and 73 female), were selected by using simple random sampling technique from different schools of Aligarh Muslim University. The professional commitment scale standardized by Kaur, Ranu and Brar (2011), was administered to the participants to collect the data and were subjected to descriptive and differential statistical analysis. The research results in for that there is no significant relationship between the mean scores of the professional commitment and between the mean scores of self-esteem of secondary school teachers. There is no significant difference in the professional commitment among higher secondary teachers in terms of gender and the length of teaching service (as less than 10 years of teaching experience and more than 10 years of teaching experience).

### ***Studies Related to Work Motivation***

**Fassul and Doina Danaiata (2019)** studied the influence of leadership style on teachers' job motivation and satisfaction in the Druze sector of Israel Nabila Kheir. Survey method was conducted over three months. 224 teachers from junior high schools were taken from Druze sector in northern Israel. The multi factor leadership questionnaire by Kurland (2016) and the teachers' motivations questionnaire Visser – Wijnveen et al (2012) was used to collect the data. The research findings show that the teachers' are motivated and satisfied, there is a significant positive correlation between transformational leadership style and teachers' job motivation and job satisfaction and there is a significant difference between the age groups and females on laissez-faire leadership style.

**Cheki Gyeltshen and Nimisha Beri (2019)** studied levels of work place happiness, organizational commitment, work motivation and job satisfaction among secondary school teachers in Bhutan. Descriptive analytical survey design was used in this study. 225 secondary school teachers were taken by using proportionate sampling technique in Sandrupjongkhar and Trash gang districts in eastern Bhutan. Work place happiness scale by Shaker Jamal Bani Melhem (2018), Teachers' organizational commitment scale (TOCS) by Sajid Jamal Abdul Raheem (2014), work motivation questionnaire by Agarwal and job satisfaction (DJSS) by Meera Dixit (2011). The findings revealed that the majority of teachers are in average level of work place happiness, work motivation and job satisfaction and in high level of organizational commitment.

### ***Studies Related to Self-Efficacy***

**Ninkovic, Stefan R. and Knezevic Floric, Olivera C. (2018)** studied the transformational school leadership and teacher self-efficacy as predictors of perceived collective teacher efficacy. Although scholars have acknowledged the role of collaborative relationships of teachers in improving the quality of instruction, teacher collective efficacy continues to be a neglected construct in educational research. The purpose of this paper is to explore the relations between transformational school leadership, teacher self-efficacy and perceived collective teacher efficacy, using a sample of 120 permanent secondary-school teachers in Serbia, whose average age was 42.5. The results of the hierarchical regression analysis showed that transformational school leadership and teacher self-efficacy were independent

## Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy

predictors of teacher collective efficacy. The research findings also showed that individually-focused transformational leadership contributed significantly to an explanation of collective efficiency after controlling specific predictor effects of group-focused dimensions of transformational leadership. It is argued that the results have a double meaning. First, this study expanded the understanding of the relationship between different dimensions of transformational school leadership and collective teacher efficacy. Second, a contribution of teacher self-efficacy to collective efficacy beliefs was established, confirming the assumptions of social cognitive theory on reciprocal causality between two types of perceived efficacy: individual and collective.

**Glackin, Melissa and Hohenstein, Jill (2018)** studied the teachers' self- efficacy: progressing qualitative analysis. Teacher self-efficacy has predominantly been explored using quantitative instruments such as Likert scales-based questionnaires. Several researchers have questioned these methods, suggesting they offer only a limited view of the concept. This paper considers their claim by exploring the self-efficacy of UK secondary science teachers participating in a two-year professional development programme using both traditional quantitative scales and qualitative methods, including interviews and lesson observations. The findings support the suggestion that traditional quantitative scales do not fully capture teacher self-efficacy and highlight inconsistencies between self-efficacy assessments through the different research approaches. We argue that to achieve a complete and more comprehensive picture of teacher self-efficacy, it is essential that traditional quantitative approaches are better triangulated and integrated with other sources of data, in particular lesson observations. We offer an emerging approach of how qualitative data sources might be used to develop this comprehensive picture.

### *Objectives of the Study*

The following objectives are formulated for the present study.

1. To find out the level of the following different dimensions of professional commitment of higher secondary teachers such as:
  - a) Commitment to the Learner
  - b) Commitment to the society
  - c) Commitment to the profession
  - d) Commitment to achieve excellence
  - e) Commitment to the basic human values
2. To find out the level of Professional Commitment of higher secondary teachers for the entire sample and the selected demographic variables.
  - a) Gender (Male / Female)
  - b) Locality of School (Rural / Urban)
  - c) Marital Status (Married / Unmarried)
  - d) Age (Below 35 years/ 35 – 45 years / Above 45 years)
  - e) Type of Management (Government / Aided / Private)
  - f) Teaching Experience (Below 10 years / 10 – 15 years / Above 15 years)
3. To find out the level of Work motivation of higher secondary teachers for the entire sample and selected demographic variables.
4. To find out the level of the following different dimensions of self-efficacy of higher secondary teachers such as:
  - a) Teaching Skills
  - b) Instructional Strategies
  - c) Classroom Management
  - d) Student Engagement

## **Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy**

- e) Coping with changes and challenges
5. To find out the level of self-efficacy of higher secondary teachers for the entire sample and selected demographic variables.
  6. To find out whether there is any significant difference in the professional commitment of higher secondary teachers with respect to the selected demographic variables.
  7. To find out whether there is any significant difference in the work motivation of higher secondary teachers with respect to the selected demographic variables.
  8. To find out whether there is any significant difference in the self-efficacy of higher secondary teachers with respect to the selected demographic variables.
  9. To find out whether there is any significant relationship between
    - Professional Commitment and work motivation
    - Professional Commitment and self-efficacy of higher secondary teachers based on their entire sample and demographic variables.
  10. To find out the contribution of independent variables namely, work motivation and self- efficacy upon the dependent variable Professional Commitment of higher secondary teachers.

### **Hypotheses of the Study**

On the basis of above objectives, the suitable hypotheses were formulated

### ***Method of the Study***

In order to find out a solution to the problem in a systematic and scientific manner, a research design has been prepared by the investigator. A research design is a blue print which is the most essential part of any research work. Normative survey method has been adopted in the present study.

### ***Location of the study***

The present study has been conducted on a higher secondary teacher, working in Government and Government aided, and private secondary school at kanyakumari of Tamilnadu, India.

### ***Sample and Sampling Technique***

In the present study stratified random sampling technique has been used in the selection of 354 higher secondary teachers by using Yamane's sample size formula from a random selection of 21 government, government aided and private higher secondary schools in Kanyakumari district of Tamilnadu.

### ***Variable Selected for The Study***

The following are the variables selected for the study

#### **Dependent variable**

- i. Professional Commitment

#### **Independent Variables**

- i. Work Motivation
- ii. Self-Efficacy

### ***Tools Used for the Study***

The following research tools have been administered in the study for the collection of data regarding the selected variables.

1. Teachers Professional Commitment Scale (TPCS) – constructed and validated by the investigator and research supervisor (2022).

## Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy

2. Teachers Work Motivation Scale (TWMS) – constructed and validated by Vijayalakshmi S and George Stephen (2017).
3. Teachers Self-Efficacy Scale (TSES) – constructed and validated by the investigator and research supervisor (2022).

### **SUMMARY OF FINDINGS**

#### *Descriptive Analysis*

1. The professional commitment of higher secondary teachers with regard to entire sample and the selected demographic variables gender, locality of the school, marital status, type of management and teaching experience is average.
  - a) The female higher secondary teachers have more professional commitment as compared to male teachers.
  - b) The urban area teachers have high Professional Commitment as compared to rural area teachers.
  - c) The unmarried teachers have high Professional Commitment as compared to married teachers.
  - d) Teachers aged below 35 years have high Professional Commitment as compared to aged 35-45 years and above 45 years.
  - e) The government school teachers have high Professional Commitment as compared to aided and private school teachers.
  - f) The above 15 years experienced teachers have high Professional Commitment as compared to below 10 years and 10-15 years experienced teachers.
2. The Work Motivation of higher secondary teachers is high for the entire sample and selected demographic variables, Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.
  - a) The female higher secondary teachers have high Work Motivation as compared to male teachers.
  - b) The rural area higher secondary teachers have high Work Motivation as compared to urban area teachers.
  - c) The married higher secondary teachers have high Work Motivation as compared to unmarried teachers.
  - d) Teachers aged below 35 years of higher secondary teachers have high Work Motivation as compared to age 35-45 years and above 45 years.
  - e) The government school teachers have high Work Motivation as compared to aided and private school teachers.
  - f) The below 10 years experienced teachers have high Work Motivation as compared to 10-15 years and above 15 years experienced teachers.
3. The Self-Efficacy of higher secondary teachers is high for the entire sample and selected demographic variables, Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.
  - a) The female higher secondary teachers have high Self-Efficacy as compared to male teachers.
  - b) The urban area higher secondary teachers have high Self-Efficacy as compared to rural area teachers.
  - c) The married higher secondary teachers have high Self-Efficacy as compared to unmarried teachers.
  - d) Teachers aged between 35-45 years of higher secondary teachers have high Self-Efficacy as compared to age below 35 years and above 45 years.
  - e) The Private school teachers have high Self-Efficacy as compared to Government and aided school teachers.

## Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy

- f) The 10-15 years experienced teachers have high Self-Efficacy as compared to below 10 years and above 15 years experienced teachers.

### *Differential Analysis*

1. There is a significant difference in Professional Commitment of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.
2. There is a significant difference in Work Motivation of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, and Teaching Experience.
3. There is no significant difference in Work Motivation of higher secondary teachers with respect to Type of Management.
4. There is a significant difference in Self-Efficacy of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.

### *Correlation analysis*

1. There is a significant relationship between Professional Commitment and demographic variables of higher secondary teachers.
2. There is a significant relationship between Work Motivation and demographic variables of higher secondary teachers.
3. There is a significant relationship between Self-Efficacy and demographic variables of higher secondary teachers.

### *Regression Analysis*

1. There is a significant contribution of work motivation on the dependent variable professional commitment of higher secondary teachers, i.e., 3.3% of the total variance in professional commitment is attributed by the work motivation of higher secondary teachers.
2. There is a significant contribution of self-efficacy on the dependent variable professional commitment of higher secondary teachers, i.e., 3.6% of the total variance in professional commitment is attributed by the self-efficacy of higher secondary teachers.

## **CONCLUSION**

Professional commitment of teachers is an indispensable tool for promoting quality education in the Indian education system. Every educational institutions should provide an environment to promote the motivation of teachers provision of more autonomy in participatory decision making process, effect that will reflect on their feeling of commitment towards the organization and their profession. For sustainability, excellence and quality in the education system both now and in the future the professional commitment of teachers should be given priority. Therefore, the study has indicated professional commitment as an imperative for promoting quality education and concludes by emp processing that higher secondary teachers should be given greater degree of flexibility in their performance of their duties so has to increase the school performance. The most important way of reducing the job stress is the teachers have to understand the demands and needs the teaching profession and must keep themselves to fit into their job in terms of short interval time for planning teaching evaluation students and parents expectations. If their recommendations in listed or considered, followed and carried out, the professional commitment, self-efficacy and work motivation of higher secondary teachers with certainly improve.

## REFERENCES

- Aarthi, B., & Solomon, M. D. (2012). Level of job Stress among employees – A descriptive study. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 7 <https://www.iosrjournals.org/iosr-jhss/papers/Conf.17004/Volume-1/2.07-10.pdf>
- Abo-Ali, E. A., Al-Rubaki, S., Lubbad, S., Nchoukati, M., Alqahtani, R., Albraim, S., Ghareeb, W. A., Al-Haffashi, B., Alghamdi, F., & Zaytoun, S. (2021). Mental wellbeing and self-efficacy of healthcare workers in Saudi Arabia during the COVID-19 pandemic. *Risk Management and Healthcare Policy*, 14, 3167–3177. <https://doi.org/10.2147/RMHP.S320421>
- Ahmed, A., & Ramzan, M. (2013). Effects of job stress on employees' job performance: a study on banking sector of Pakistan. *IOSR Journal of Business and Management*, 11(6), 61-68.
- Bahari, F. (2003). Work Stress level amongst secondary school teachers in the state of Malacca: Implications to human resource development. Master's thesis, 95 University Utara, 253 Malaysia as retrieved on 14/7/2007 from <http://eprints.umm.edu.my/1487>
- Bhadoria, D., & Singh, T. (2010). Relationships of age and gender with burnout among primary school teachers. *Indian Journal of Social Science Researches*, Vol 7(2), pp 10-17.
- Bharathi, T., Aruna, and Reddy. (2002). Sources of job stress among primary school teachers: a study to study the sources of job stress among primary school teachers of missionary and government schools. *Journal of Community Guidance and Research*, Vol 19(2). pp 247-253.
- Bhain PK (2017), "A study on work related stress among the Teachers and Administrators of privately managed Business Schools in West Bengal", *Bhatter College Journal of Multidisciplinary Studies*, Vol.7, (2), pp.7-16

### **Acknowledgment**

The author(s) appreciate all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Sunitha, N.J. & Kalaivani, S. (2023). Professional Commitment of Teachers in Relation to Their Work Motivation and Self-Efficacy. *International Journal of Indian Psychology*, 11(3), 4877-4884. DIP:18.01.455.20231103, DOI:10.25215/1103.455