

A Study of Teachers' Self-Efficacy and Commitment to Teaching

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ABSTRACT

The purpose of present study was to examine the relationship between the teacher's self-efficacy and commitment to teaching. This research paper is based on a study conducted to analyze the relationship between teacher's self-efficacy and commitment to teaching. The sample size of the study was 100 respondents. Non probability Purposive sampling technique was used to select the sample. Regression analysis was applied to find out the cause and effect relationship between teacher's self-efficacy and commitment teaching. The major findings of the study indicate that there is a significant relationship between Teacher's Self Efficacy and Commitment to Teaching.

Keywords: *Self-efficacy, Self-image & Commitment to Teaching.*

INTRODUCTION

Teacher's Self-Efficacy

Self-efficacy is the belief of a person that he/she has the capability to achieve specific goals in an effective and appropriate manner (Ornord 2006). It occurs in all walks of human life whether it is professional or private behavior. In the context of education,

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teacher's self-efficacy can be defined as the personal (i.e. self-perceived) conviction of a teacher in his/her ability to make a lesson plan and attain the set objectives. It is the confidence of a teacher about his/her skills to instruct the students in a smooth and effective manner.

Teacher's self-efficacy should be differentiated from teacher's "competence". Teacher's competence should be confined to the professional knowledge and skills. But teacher's self-efficacy is a much broader concept and in fact high self-efficacy usually has a direct impact on the successful use of professional knowledge and skills or conversely low self-efficacy affects the proper use of professional knowledge and skills. In this way, it can be said that self-efficacy is a very strong self-managing trait that makes teachers able to utilize their potential to increase pupil's learning.

It should be recognized that teacher's self-efficacy is closely related to "perseverance". Stronger self-efficacy leads to greater perseverance and the greater the perseverance, the greater the possibility of successful teaching behaviours.

Teacher's self-efficacy is an important part of Bandura's social-cognitive theory. According to Bandura self-efficacy is the belief about one's own abilities to plan and carry out a certain task (Bandura, 1997). Self-efficacy beliefs exert a great influence on thought patterns and emotions, which has a decisive impact on actions. There are two important components of Bandura's self-efficacy theory: efficacy expectation and outcome expectancy. The former is the belief that one has the capability, knowledge, and skills to successfully implement the behaviour or actions required to have the expected outcome(s). The latter deals with a person's assessment of the likely effects (impact) of executing a task at the self-expected level of performance. That is, outcome expectancy is the conviction that a given behaviour or action will certainly lead to desired result(s). To become successful, the teacher must not have only high efficacy expectations but high outcome expectancy also. If the teacher has the former and not the latter, it is not likely that the teacher will become a successful teacher even though the teacher is professionally well-qualified and trained.

Commitment to Teaching

Teaching is a very serious profession and like other professions, it also requires that the teachers must have sound knowledge of their subject, competence, dedication, skills, and behaviors.

First of all, in the case of a teacher who is not self-employed and serves for an educational institution, commitment to this institution ought to be expected. To abide by its rules regulations and embrace its philosophical and pedagogical principles are not unreasonable requirements. It goes without saying that, in a progressive, learning institution, such kinds of rules, regulations, and principles need to be regularly discussed with the teaching staff, who need not feel uncomfortable to question them and can suggest advancements. After being negotiated and defined, however, rules, regulations, and principles must be rigorously followed.

Besides the institution, other stakeholders must also be taken into consideration. In order to make teaching and learning effective, it is also the responsibility of committed professionals especially those who teach children and teenagers to inform students' parents on regular intervals regarding the performance of the students and the steps taken by the institute for making the teaching and learning meaningful. For the all round development and effective education of our young ones, Parent-school partnerships need to be strengthened.

A fully committed teacher always keeps students' learning and interests above everything else and does everything possible to update and sharpen one's professional skills to impart education in a better way. A truly committed teacher changes his methodology according to the level and requirements of the students and adopts innovative ways especially focusing on learning by doing concept to make learning-teaching effective and permanent.

REVIEW OF LITERATURE

YETERL, K. (2010) conducted a study and found that teacher training programs positively contribute in acquiring the adequate ability on how pre-service teachers use their professional knowledge. One of the important findings of this study is that Gibson and Dembo's two-factor teacher self-efficacy scale may not be a valid instrument for the evaluation of efficacy beliefs of pre-service teachers in Turkey. Theodore Coladarci (1992) found that the greater teaching commitment tended to be expressed by those teachers who had higher general and personal efficacy. It was also found that teaching commitment was higher among the female teachers.

Peter Gavora (2010) studied and found that Pre-service students' scores on both teaching self-efficacy and general teaching efficacy were more than the midpoint of the scales. It Showed they had positive self-efficacy. One of the significant findings of this study was that similar samples in three countries surprisingly showed the similar results. Diane L. Witt -Rose (2003) conducted a study to investigate relationship between self- efficacy, gender, age and academic achievement in a two- year college science course and found that there was no significant relationship between gender and self-efficacy. It was also found that there was no connection between age and self-efficacy. However, there was a remarkable relationship between self-efficacy level and academic achievement. Zhang (2001) researched that there were noteworthy gender differences on both Distance Learning (DL) self-efficacy and distance learning attainment. Huen Yu (2002) studied the effects of principals transformational leadership practices on teachers' commitment to change in Hong Kong Primary schools and suggested outstanding effects of transformational leadership on mediating variables and weak but important effects on teachers' commitment to change. It was also found that the pattern of transformational leadership effects is similar in both North America and Hong Kong but the immensity of these effects is far less in Hong Kong.

Anyieni, A. (2014) conducted a study and found that there was a relationship between performance appraisal and commitment, this was a very important correlation. Ellis D. Evans & Margaret Tribble (2015) studied and found that the rank order of teaching problems of pre service and beginning teachers are altogether different. Stress problems of beginning teachers are related to classroom discipline, assessing student work, and relationships with parents, while pre service teachers stress problems with subject matter. Gian Vittorio Caparara (2006) conducted a study and found that teachers' personal efficacy beliefs had a great effect on their job satisfaction and students' academic achievement, controlling for previous levels of achievement. Lilian K.Y. Li (2012) conducted a study and found that 'effort' could only be considered as an indirect factor to bridge the relationship between attitude, self- efficacy and academic attainment.

Fred C. Lunenburg (2011) studied and found that a self-efficacy has a great effect on the tasks employees take up to learn and the goals they set for themselves. Ghavifekr, S., & Pillai, N. S. (2016) studied and found that there is a very positive relationship between school organizational climate and teachers' job satisfaction. The teachers in this study were found to be very much satisfied with their job. This study also found that there is no serious difference in levels of job satisfaction between the teachers' gender (male and female). Azizuddin Khan, Eleni Fleva & Tabassum Qazi (2015) studied and found that there was an important relationship between teachers' efficacy, general efficacy and self-esteem. Results indicated that high teachers' efficacy was a reflection of high self-esteem and high general self-efficacy. On the contrary, low self-esteem and low general self-efficacy caused to low teachers' efficacy and results in substandard performance in the class.

OBJECTIVES OF THE STUDY

- To develop and re-standardize a measure for evaluating the Teacher's Self Efficacy and Commitment to Teaching.
- To analyze the relationship between Teacher's Self Efficacy and Commitment to Teaching.
- To open new vistas for further research.

Research Methodology

The study was Casual in nature and survey method was used to complete the study. The population included was teachers of different colleges / school in Gwalior region. Individual teacher was the sampling element. Non probability Purposive sampling technique was used to select the sample. The Sample size was 100 respondents. Data was collected on a likert type scale, where 1 stands for minimum agreement and 5 stands for maximum agreement. The measures were standardized through computation of reliability and validity. Factor analysis was applied to identify the underlying factors.

Regression was applied to know the relationship between the Teacher's Self Efficacy and Commitment to Teaching.

Hypothesis

Ho: There is no significant relationship between Teacher's Self Efficacy and Commitment to Teaching.

RESULT AND DISCUSSION

Reliability Test

S.N	Name of variable	Croanbach's Alpha	No. of Items
1	Teacher's Self Efficacy	0.704	15
2	Commitment to Teaching	0.845	17

Above table indicate the reliability coefficient Cronbach's alpha value greater than 0.7 therefore the measures were used in the study.

Regression Analysis

The linear regression test was applied to establish cause and effect relationship between Teacher's Self Efficacy and Commitment to Teaching through PASW 18 software. In this analysis, Teacher's Self Efficacy was taken as independent variable and Commitment to Teaching was considered as dependent variable.

R Square	F- Value	Significant
0.171	18.330	.000

The results of regression test shows that Independent variable (Teacher's Self Efficacy) explain 17.1% variance on dependent variable (Commitment to Teaching). ANOVA table explain F- value which was found 18.330 and significant at 0.000% level of significance. Thus, Null

Hypothesis is rejected which indicates that there is no significant relationship between Teacher's Self Efficacy and Commitment to Teaching. Therefore, there is significant cause and effect relationship between the variables.

CONCLUSION

The present study attempts to examine the relationship between teachers' self efficacy and their commitment in teaching. Good teaching is affected not only by the knowledge and pedagogy of teachers, but also by their passion to teach, which is associated with enthusiasm, caring, commitment, and teaching efficacy.

It is concluded from the above study that there is a significant relationship between Teacher's Self Efficacy and Commitment to Teaching. Despite its limitation in generalization due to a relatively small sample size, the results would be meaningful and significant for educators and researchers in related areas of study.

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