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## TO STUDY THE INFLUENCE OF PROFESSIONAL COMMITMENT ON TEACHING EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS

*Liyaqat Bashir*

Research Scholar, Department of Education,  
Lovely Professional University, Phagwara, Punjab (India)

Email: liyaqatbashir@gmail.com

**Abstract:** The present study aimed to investigate the influence of professional commitment on teaching effectiveness among secondary school teachers. The sample of this study consisted of 300 teachers selected from Punjab in India. Teacher Effectiveness Scale standardized by Yashmin Ghani Khan (2011), and Professional Commitment Scale developed by Dr. Ravinder Kaur and Sarabjit Kaur (2011) was administered to collect the data. The result indicates that professional commitment is significant predictor of teaching effectiveness of the secondary school teachers. This proves that professional commitment and teaching effectiveness are significantly related to each other. So it is concluded that professional commitment plays a significant role in teaching effectiveness. If professional commitment will be high then teaching will be effective.

**Keywords:** Professional Commitment, Teaching Effectiveness, Secondary School Teachers

### 1. Background

Education is one of the most significant inputs which effect the versatile development of an individual like as spiritually, ethically, culturally, socially, intellectually, and physically. Therefore the teacher forms the pillar of any education system and prevailing a supreme place in the current society. The teacher's role and commitment is a primary mechanism yields to be the utmost prominent one which develops human skills. So teacher plays a significant role at different levels and modeling the future of students. Thus economic prosperity, resourcefulness, intellectual dynamism of a nation depends upon the quality of the teacher.

In this new era of information technology and economic globalization, knowledge becomes the driving force of nearly all types of economic, social, and political developments at different levels of country. In this context and in facing up the challenges in the new century, education in general and school education in particular is the key for the successful future that can build up the necessary knowledge forces among young generations and citizens for rapid local and global developments in different areas. Technological advancements and innovations have changed the scenario. Rapid and pervasive integration of information technologies in our lives have prompted an increase into their potential role in education system providing students with many alternatives of acquiring knowledge of subject matter content besides solely dependent on their teachers. As a result, schools and teachers have to face numerous new changes, uncertainties and challenges rising from their

internal and external environments and increased demands from the society. They are expected to perform a wide range of new functions to support the rapid developments in individuals, local communities, societies and international relations.

Traditionally teachers are perceived mainly as the knowledge providers to students. But now, teachers are expected to assume a new major role as a facilitator in supporting students' learning process and developing students' multiple intelligences and lifelong learning abilities. Owing to rapid advancements in teaching methods, teachers also need to put extra efforts besides giving formal instruction to students. In this regard, the views of Elliot and Morris (2001) are quite acceptable. They emphasized that teachers themselves also need to be a lifelong learner; be able to articulate their teaching with the new paradigm of learning; be adaptive and flexible in dealing with a new brand of students comprising different age groups of diverse ethnicity and with a wide range of prior knowledge and background; and be conversant with the new technologies which are developing rapidly at an ever increasing speed. Moreover, teachers are also expected to network and work with peer teachers, students, parents, other experts and the community so that teaching and learning can extend beyond the boundaries of one class or one school to an entire network of local and international leaders. So it can say that parental encouragement and school environment is very important factor of performance of students (Bashir, et al., 2016., Bashir, et al. 2017., & Gupta, 2017). In the present scenario, teachers' work is complex, and located in contexts that are both demanding (of knowledge, classroom management and teaching skills) and emotionally and intellectually challenging (Day, 2004, p.13). Day (2004, p.13) further advocated that teachers are confronted in their work by a number of external imperatives that lead to contradictory demands: on the one hand, there is growing recognition of the importance to the economy, to life-long education, and to the society, of teamwork and cooperation, tolerance and mutual understanding. On the other hand there is an increase in alienation of students from formal schooling increasing emphasis on competition and material values and growing inequalities, deepening social differences and breakdown in social cohesion (UNESCO, 1996; Bentley, 1998). Owing to extreme pressures of the multitasks and contradictory demands, there is a possibility that teachers may feel high amount of stress, emotional imbalances and even they may feel maladjusted which ultimately affect their performance. Therefore it is very important for a teacher to be effective enough in coping with these circumstances and to maintain their efficiency in extreme pressures of their strenuous jobs. This could be achieved by integrating professional as well as personal skills and then applying them in teaching learning process thereby improving the quality of education.

### **Professional Commitment**

In the context of the teaching profession, the importance of teacher commitment has been highlighted by Dave et al. (1988), "Teacher effectiveness is not automatically insured by professional competencies and practical skills only. One of the reasons of the phenomenon is that the actual performance of trained teacher in the classroom or school in a consistent manner is equally dependent, if not more, on their commitment to perform well. It is this commitment component that plays a decisive

role". Commitment is an indispensable component of all professions, and more so, of the teaching profession. The teacher's commitment can be recognized in the six categories. These six classifications signify diverse methods that teacher conceptualize, understand and perceive the phenomenon of teachers commitment. The six classifications are commitment of teachers as a passion, commitment of teachers as investment of time, commitment of teachers as a focus on the individual, commitment of teachers as a responsibility to impart beliefs, attitudes values, impart knowledge, commitment of teachers as maintaining professional knowledge, commitment of teachers as as engagement with the school community.

Professional commitment is the enthusiasm of an employee to encompass great level of struggles instead of the organization; positive evaluation of organization, acceptance to major goal and value of the organization, faithfulness to an organization or degree of belongingness. Moreover, commitment in profession is a emotional reaction or teacher's effectiveness to their experiences in educational context. It also seems to be attitude of learned behavior related with the teacher's professional performance. Mowday (1979) and Morrow & Goetz (1988) defined professional commitment as "the extent to which one identifies with one's profession and accepts its values." In similar line Hall et al. (2005) defined professional commitment is the extent to which one is committed to one's profession, identified elements including dedication and social obligation. According by Salancik (1977) stated that the idea of commitment is attitudinized in nature which reveals how much lovingness or relationship of an individual feels with his institution. Vandenberg and Scarpello (1994) defined professional commitment as a "person's belief in and acceptance of the values of his or her chosen occupation or line of work and a willingness to maintain membership in that occupation". Moreover, Kejner, and Lodahl (1965) describes that commitment in profession is the degree to which a person's work performance affects his self-esteem.

### **Teaching Effectiveness**

Teaching effectiveness has been the focus of many in the field of education in an attempt to come up with quality education. Quality learning is related to good teaching or teaching effectiveness. The term teaching effectiveness seems to imply effectiveness of teaching within the unit, whereas teacher effectiveness addresses individual teacher's performance. For the present study, the terms teaching effectiveness and teacher effectiveness are used interchangeably because teachers' thoughts and actions do not occur in a vacuum. Teacher effectiveness states that productivity or the optimum level of efficiency on the part of teacher which denotes maturity in the life span of a teacher and to the height of learning. Currently teachers are assumed to sustain relevant and high principles for educational achievement and also upholding attainment oriented classroom environments, maintaining learning centered. To achieve this a mixture of both understanding of the nature of effective teaching and subject matter knowledge itself can afford strong basis for success. In educational context to recognize the effectiveness of teachers depends upon the performance of students because the teachers and students have connection to each other in educational system and improvement of educational programme depends upon the quality of good and well reputed teachers. Barr (1952) defines teacher

effectiveness as a relationship between teachers, pupils and other persons concerned with the educational setting. According to Dickson (1980) “teaching effectiveness is a demonstrated repertoire of competencies involved with (1) teaching plans and materials, (2) classroom procedures, (3) interpersonal skills and (4) learners’ reinforcement involvement reflected in teacher behavior.” Campbell et al., (2004) teacher effectiveness is “The power to realize socially valued objectives agreed for teachers’ work, especially, but not exclusively, the work concerned with enabling students to learn.”

### **Literature Review**

There are countless researches regarding professional commitment and teaching effectiveness. Professional commitment plays a significant role in teaching effectiveness. If professional commitment will be high then teaching will be effective Malik, et al. (2013) & Jamwal, (2017). In similar line Shukla (2014) examined that competency and commitment of teachers is related with attitude towards the profession and with his job satisfaction. Another study by Mishra (2011) investigated on teacher effectiveness, job satisfaction and institutional commitment among secondary school teachers. Results revealed that institutional commitment, job satisfaction and teacher effectiveness were correlated significantly and positively with each other. Moreover, Bala, et al. (2016) carried out the study on teaching effectiveness in relation to work motivation. The result shows that teaching effectiveness and work motivation correlated negatively. Further, Bashir, (2017) investigated the relationship between job satisfaction with professional commitment. The result shows that job satisfaction and professional commitment correlated significantly and positively with each other. In addition, another study carried out by Tahir & Batool, Anwer, (2012) and Beri & Beri (2016) show that there is a strong association between age and professional commitment. It is concluded that affective commitment comes with age and teaching experience (Iqbal, & Ibrahim, 2015). Bala, (2017) conducted a study on relationship between teacher effectiveness with emotional intelligence. The result shows that teacher effectiveness and emotional intelligence are correlated each other. Another study by Basu, (2016) and Usha & Sasikumar (2007) studied on job satisfaction and professional commitment among secondary school teachers. The result shows that there exists positive correlation between job satisfaction and professional commitment.

### **Significance of the Study**

Teacher is the source of holistic and true education. In India teacher has received lot of respect in every platform and is considered most powerful mediators of social change. The destiny of the country depends upon the efficiency and skills of the teachers. The profession of teaching is not easy but requires professional commitment, high degree of professional qualities, discipline skills, communication skills with students as well as parents, observation skills, subject matter expertise etc. For this purpose, there is need of competent and well trained teachers to perform their job properly. The quality of education depends upon the professional commitment of teachers. That is why teaching is considered as one of the noblest profession among all the professions. Going by the teacher aspects it can be said that teacher cannot perform various tasks and responsibilities if they are not professionally committed.

At present it is felt that there is a decline in the quality of the teaching due to the poorly committed teachers. So today, the commitment of teachers has become doubtful throughout the world. The two factors, teaching effectiveness and their professional commitment are very important and inter related with each other. To bring the quality in education system both are equally important. So the present study was selected by the investigator.

## **2. Objectives of the study**

- To study the influence of professional commitment as significant predictor of teaching effectiveness among secondary school teachers.

## **3. Hypotheses of the study**

- Professional commitment is not a significant predictor of teaching effectiveness among secondary school teachers.

## **4. Methodology**

### **4.1. Respondents**

Descriptive survey method of research was used. The present study was conducted on 300 secondary school teachers, out of which 170 male and 130 female secondary school teachers of Punjab in India were included in the sample. The data for the present study was collected by using simple random sampling technique.

### **4.2. Measures**

The following standardized tools were employed: Teacher Effectiveness Scale standardized by Yashmin Ghani Khan (2011), and Professional Commitment Scale developed by Dr.Ravinder Kaur and Sarabjit Kaur (2011).

### **4.3. Statistical Analysis**

In order to analyze the data with suitable statistical techniques, the following statistical procedure was adopted in present study.

- To study the prediction of professional commitment on teaching effectiveness of secondary school teachers, Regression was used.

## **5. Results and Discussion**

The present study explored the influence of professional commitment on teaching effectiveness among secondary school teachers. In order to achieve this objective regression was calculated and the results are presented in the given below tables:

**TABLE 5 (A): Summary of Regression Analysis of Professional commitment and Teaching Effectiveness of secondary school teachers**

Variable	R	R2	Adjusted Square	R	F value
Professional Commitment	.265	.070	.067		22.537**

**\*\*Significant at 0.01 level of significance**

The above table 5(A) shows the correlation coefficient of professional commitment and teaching effectiveness of secondary school teachers. The correlation coefficient of professional commitment and teaching effectiveness is .265 with square is .070. Regression suggests that professional commitment can explain 7.0% variance of the criterion variable (teaching effectiveness).

**Table 5(B): Summary of Anova for Regression**

Model	Sum of squares	Df	Mean square	F
Regression	619.038	1	619.038	22.537**
Residual	8185.508	298	27.468	
Total	8804.547	299		

**\*\*Significant at 0.01 level of Significance**

It is evident from the above table 5(B) the obtained F-value 22.537 is statistically significant at 0.01 which indicates that statistically significance of the relationship between professional commitment and teaching effectiveness. The predictive variable (professional commitment) can predict the criterion variable (teaching effectiveness). Therefore regression analysis is allowed and feasible.

**TABLE 5 (C): Summary of Coefficients of Regression**

Model	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
Constant	71.461	5.112		13.979**
Professional Commitment	.273	.058	.265	4.747**

**\*\*Significant at 0.01 level of Significance**

According to the above Table 5(C), with B=.273 and t=4.747 which is significant at 0.01 level of significance It implies that professional commitment plays important roles in predicting the criterion variable (teaching effectiveness). The regression equation formulated from these two variables is as given below:

**Teaching Effectiveness = 71.461 + (.273) Professional Commitment**

These findings lead to conclude that professional commitment has significant positive association with teaching effectiveness. This led us to interpret that effective teachers are more committed towards their profession. Therefore, the hypothesis of the study which was stated that “Professional commitment is not a significant predictor of teaching effectiveness among secondary school teachers” stands rejected. That means

Professional commitment is significant predictor of teaching effectiveness of the secondary school teachers. The findings of our study are in line with the findings of Malik, et al. (2013) & Jamwal, (2017), and concluded that professional commitment plays a significant role in teaching effectiveness. If professional commitment will be high then teaching will effective.

It can be interpreted by our results that committed teacher love knowledge and deeply stirred by ideas and issues that change the world, drawn to the dilemmas and potentially with ongoing change, which occur daily in teaching learning situations. This means that teacher commitment is devoted to their work and the efficiency by which they perform day to day teaching learning process and their work. Moreover, teacher's commitment is very important because it is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on student's achievement and attitudes toward school. The quality of the education in turn depends on the teachers i.e., how much they are involved and committed to their profession. The quality of teaching is not only governed by knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching. Teacher's commitment has been identified as one of the most critical factors in the success of education.

## **6. Conclusions**

This study rightly emphasizes on the influence of professional commitment on teaching effectiveness among secondary school teachers. To conclude, the results from the analysis show that professional commitment is significant predictor of teaching effectiveness. Therefore, if professional commitment will be high then teaching will be more effective. The teaching profession requires commitment. An effective teacher needs to be committed not only to their students, but to the teaching profession as a whole. This means abiding by the rules and regulations, embracing the principles of the teaching profession, as well as the requirements. Committed teachers always put their students' wants, needs, and interests first. They meet the needs of each individual learner by providing a variety of unique teaching methods and techniques. They strive to motivate and engage students, and they understand that not every child will learn in the same way.

## **7. Educational Implications**

1. This study is useful for teachers to understand them teaching is not only delivering the lecture but it is that profession which requires skills to plan, organize and prepare teaching according to the needs and level of students.
2. Teacher should comprehend how to behave and interact with the companion teachers and how they can engage themselves in reforming and renewing the school in a group. Group involvement and high team spirit make teachers remain committed to their respective schools and to the teaching profession.

3. The politicians, policy makers and educationists should keep in mind that most of the schools in India are in rural areas. Prosperity of the teachers teaching in rural area should be given topmost importance so that they are encouraged to work more effectively and efficiently and only then we can achieve our goal and meet the challenges of twenty first century.
4. The study has also implication for the training programme of pre-service teachers, curriculum framers, and teacher educators. As teaching is not only a cognitive process but also a process involves the affective as well as cognitive aspects as all these affect teaching and learning in their own way. Therefore teacher educators, curriculum framers and administrators should not neglect the human dimensions i.e. the personal, social and emotional characteristics of the teachers rather they should pay adequate attention.
5. Teacher education is a very important factor in maintaining and reinforcing commitment among teachers. So improvement in teacher education programs needs to be done to inculcate sense of devotion and duty among would-be teachers.

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