



## **PROFESSIONAL COMMITMENT OF SECONDARY TEACHER EDUCATORS IN RELATION TO THEIR SELF-EFFICACY AND WORK MOTIVATION**

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### **Abstract**

*The present study is designed to explore the professional commitment among teacher educators in relation to their self-efficacy and work motivation. Self-efficacy and motivation are the key factors that contribute toward the professional commitment of the teacher educators. This study has dynamic importance because nation builders are built by teacher educators directly and indirectly and the nourishment of the backbone of the nation lies in the hands of teacher educators. This study is conducted on teacher educators of private B.Ed. colleges of Himachal Pradesh. A sample of the study consisted of 240 teacher educators working in private B.Ed. colleges. Data for professional commitment and self-efficacy was gathered through professional commitment scale by Sood (2011) and self-efficacy scale adapted by Attri (2005). The data for work motivation of teacher educators collected through the self developed scale. Analysis of data was done by using 't'-test. The finding of the study indicated that secondary teacher educators having high self-efficacy had higher professional commitment as compare to their counterpart teacher educators having low self-efficacy. Whereas, secondary teacher educators having high and low work motivation had almost professional commitment of teacher educators having high and low work motivation.*

**Keywords:** Professional Commitment, Self-Efficacy, Work Motivation and Teacher Educators



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## **INTRODUCTION**

Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. NCTE (1998) has pointed out that teacher education programmes should focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital

importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers. A teacher educator's commitment may be reflected with reference to the following five dimensions of his role / obligation i.e. commitment to learner, commitment to the society commitment to the profession, commitment to achieve excellence for professional actions, commitment to the basic values. It is of vital importance that teacher educators should internalise their changing role and make themselves ready for this change. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. Now a days professional commitment is merely become the thought just to decrease continuously & over the time of their teaching. Psychologist Albert Bandura (1977) defined self-efficacy as an individual's belief that he or she will be able to accomplish a specific task. He believed that an essential component to accomplishing something is our confidence that we can. It refers to the mind's self-regulatory function. It tells us when to try and when to stop. If we do not believe something is possible, we are less likely to attempt the task and more likely to give up early if we do. Self-efficacy drives our motivation; just as we have different degrees of motivation depending on the task, so also do different levels of self-efficacy. We have high self-efficacy when it comes to our job because we have done it for a long time. If we have low self-efficacy in regards to school because we struggled to make passing grades. Life satisfaction is considered to be a central aspect of human welfare. It is the ultimate goal and human beings strive to achieve this goal throughout their lives. Life satisfaction for Summer (1996) is a positive evaluation of the conditions of your life, a judgment that, at least on balance. It measures up favorable against your standards or expectations. There are two approaches to the study of life satisfaction. One is focused on the overt behavior using social criteria of success, or competence and second is an individual's own interpretation and evaluation of his/her present and past life. This study has dynamic importance because nation builders are build by teacher educators directly or indirectly and the nourishment of the backbone of the nation lies in the hands of teacher educators. Professional Commitment of the teachers and teacher educators has been explored in relation to Self-actualization Mathew (2003), Teaching Competency (Srivastava & Pratibha ,2009; Shukla, 2009;Shukla,2014), Teaching aptitude Srivastava & Pratibha (2009), Teacher effectiveness Shukla (2009), Occupational Stress Priyadarshani (2004), Job satisfaction ( Shukla, 2014;Sood ,2010;Gehlawat,2013; Usha and Kumar ,2007) ,Life Satisfaction Gupta &Nain (2016), Work Values Mathew (2003) and Work Motivation Beri & Beri (2016). The present study is designed to explore the professional commitment among teacher educators in relation to their self-efficacy and work motivation.

## **NEED AND SIGNIFICANCE OF THE STUDY**

As one goes through the history of philosophic thought on education, one finds that educational thinkers, one after the other, have been emphasizing the reality that the quality of education in every society depends upon professional commitment of teacher educators. Indeed, the concept of professional commitment at the theoretical and functional level has gradually and steadily moved up to the position of an irresistible temptation for researchers operating in all professional fields. The investigator thought that an empirical study relating to professional commitment of teacher educators could be truly and practically meaningful if the professional commitment of teacher educators was studied in relation to variables explicitly and causally related to it. Out of several variables fluttering their meaningful connections with professional commitment, the investigator's choice fell upon self-efficacy and work motivation, realizing their obvious functional role in the execution of educational programmes and policies and more specifically speaking, in the attainment of divergent objectives of education in educational institutions.

Going through the studies the investigator found few research studies in the field of education related to professional commitment. Hence, the need for such a study becomes all the more necessary. This study is of immense importance for various other reasons. Professionally committed teacher educators give equal chance and importance to all teacher trainees at the right time to ensure optimum level of achievement. A committed teacher acts as an active classroom manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. It is the urge of teacher educators to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession, punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, and honesty etc, which can be viewed as the examples of commitment to basic human values.

## **OBJECTIVES OF THE STUDY**

- 1) To compare the professional commitment of secondary teacher educators with respect to their self-efficacy.
- 2) To compare the professional commitment of secondary teacher educators with respect to their work motivation.

## **HYPOTHESES**

- 1) There exists no significant difference in professional commitment of secondary teacher educators with respect to their self-efficacy.

- 2) There exists no significant difference in professional commitment of secondary teacher educators with respect to their work motivation.

### **SAMPLE OF THE STUDY**

In this study Multistage sampling was employed for the selection of sample. Firstly on the basis of their establishment all the private B.Ed. colleges were ordered in a series then from these private B.Ed. colleges, 13 B.Ed. colleges were rejected by using table of random number. In this way 60 private B.Ed. colleges were selected from 73 existing private B.Ed. colleges of Himachal Pradesh. Out of these 60 private B.Ed. colleges 240 secondary teacher educators were conveniently selected for the study.

### **TOOLS USED**

Following tools were used for the collection of data.

- 1) Professional Commitment Scale for Teacher Educators by Sood (2011)
- 2) General Self-efficacy scale adapted by Attri (2005)
- 3) Work motivation scale constructed by the researchers.

### **METHOD USED**

Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, Descriptive Survey Method has been employed.

### **STATISTICAL TECHNIQUE USED**

In the present study to find out the significant difference in professional commitment of teacher educators with regard to their self-efficacy and work motivation, statistical technique of 't'-test was used.

### **FINDINGS OF THE STUDY**

For testing the hypotheses, analysis and interpretation of data was done. For this mean and SD scores of teacher educators having high and low self-efficacy on their professional commitment were computed. To find out the significant difference 't'-test was applied.

**Table- 1 't'- Value showing Significance Difference in Mean Scores of Professional Commitment of Secondary Teacher Educators in relation to their Self- Efficacy**

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Variable	Group	N	Mean	S.D.	df	't'-value
Professional commitment	High self- efficacy	120	279.79	14.56	238	10.32**
	Low self- efficacy	120	261.63	12.63		

Significant at 0.01 level

From the table -1 it is evident that the 't'-value for teacher educators having high and low self-efficacy is 10.32, which is greater than table value 2.60 at 0.01 level of significance. This implies that teacher educators having high and low self-efficacy differ significantly on their professional commitment. Hence the hypothesis that, "There exists no significant difference in professional commitment of secondary teacher educators with respect to their self-efficacy" was rejected. Further, it is clear from table -1 that secondary teacher educators having high self-efficacy are more professionally committed ( $M=279.79 > M=261.63$ ) than secondary teacher educators having low self-efficacy

Similarly, for testing the hypothesis of the study the mean and SD scores of teacher educators having high and low work motivation on their professional commitment were computed. To find out the significant difference 't'-test was calculated.

**Table- 2 't'- Value showing Significance Difference in Mean Scores of Professional Commitment of Secondary Teacher Educators in relation to their Work Motivation**

Variable	Group	N	Mean	S.D.	df	't'-value
Overall professional commitment	High work motivation	120	272.28	15.76	238	1.48
	Low work motivation	120	269.15	16.84		

From the table -2 it is evident that the t-value showing the difference in professional commitment of teacher educators having high and low work motivation came out to be 1.48, which is non-significant at 0.05 level of significance. Therefore, teacher educators having high and low work motivation do not differ significantly in their professional commitment. Hence, the hypothesis that, "There exists no significant difference in professional commitment of secondary teacher educators with respect to their work motivation" was accepted. That is, teacher educators having high and low work motivation were almost similar with regard to their professional commitment.

## **RECOMMENDATIONS**

- The teacher educators should be provided healthy academic environment in the training colleges so that they work efficiently and motivated towards their profession.
- The teacher training institutions should give the teacher educators opportunity to attend orientation programmes, refresher courses, workshops etc. organized by various agencies This will help in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment towards their profession

- Private institutes must pay good salaries to the teacher educators to sustain the dignity of profession.
- Teacher educators' appraisals must be there to identify the levels of their professional commitment; self-efficacy and work motivation and actions should be taken instantly to enhance the same.
- The findings of the present study have implications for teacher educators, management as well as the policy makers.

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