
TEACHING EFFECTIVENESS AND PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

A study to explore the teaching effectiveness of secondary school teachers in relation to their professional commitment was conducted on 109 secondary school teachers. Data was collected using standardized scales of teacher effectiveness scale by Umme Kulsum and professional commitment by Ravinder Kaur. Results revealed that maximum teachers possess average level of teaching efficiency and commitment towards their profession. No significant difference was found in teaching effectiveness and professional commitment with respect to gender but difference was significant with respect to type of institutions. Results further revealed that teaching effectiveness at different levels was correlated to professional commitment.

KEYWORDS: *Teacher effectiveness, Professional commitment, Secondary School Teachers*

INTRODUCTION

The secondary education commission (1952-53) said that the most important factor in contemplated educational reconstruction is the teacher and his personal qualities, educational qualification, professional training and the place he occupies in school as well as community. The teacher may not decide the goals of education. Attitude of teachers toward teaching play a vital role in the development of society. The goal of teaching is effective teaching. However, only that teaching is successful that brings about effective learning. An index of teacher effectiveness can be had by specifying the attributes like instructional strategies, classroom management, personal disposition, temperament and tendencies, evaluation and feedback, interpersonal relations, job involvement, initiative and enthusiasm, professional values and commitment toward profession and innovativeness in everyday teaching learning process. Gupta and Kapoor (1981) have defined the term "Teacher effectiveness" as a repertoire of efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, temperament and tendencies, evaluation of feedback, interpersonal relations, job involvement, initiative and enthusiasm, professional values and innovativeness in everyday teaching situation. Teaching effectiveness relates to the successful functioning of a teacher. It implies the extent to which a teacher can teach successfully in the class. The quality of teaching depends a great deal on the level of teachers' involvement in relation to the profession exerted, to the organization that one feels. The concept of professional commitment signifies an attitude reflecting the strength of bond between an employee and organisation. Huberman, (1993) remarked that teacher commitment has been identified as one critical factor in the success of education. A teacher, to be called a professional, should have both the behaviours in him/her- the ability to do (professional competence i.e. mastery over the subject matter and its efficient delivery), and the will to do (the professional commitment and integrity). Mart (2013) remarked that commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. In the present context of digital era, when there are more expectations and demand for total quality management in school education, the effectiveness of teachers is

vital to face the emerging challenges of education system. Bashir (2019) investigated the influence of professional commitment on teaching effectiveness among 300 secondary school teachers of Punjab. The result indicated that professional commitment was significant predictor of teaching effectiveness of the secondary school teachers. Mishra and Mishra (2022) in a study on 200 government teachers of Sitapur district of UP revealed the existing status of teaching effectiveness and professional competency. The results revealed that teaching effectiveness was positively and significantly correlated with professional commitment and teaching competency. Moreover, it was explored that teaching effectiveness of teachers leads to better preparation and planning of teaching, effective classroom management, rich knowledge of subject matter, better interpersonal relations in school. The areas of teaching competency (Presentation, closing, managerial) and areas of professional commitment (Commitment to learners) emerged as a major predictor variables of teaching effectiveness.

As the levels of school education in our country are going down day by day due to inefficiency and insincerity of the teachers towards the profession so it is quite difficult to think of even to meet the challenges faced by education system. Commitment of the teachers toward their profession is the need of the hour, which will actually bring effectiveness in teaching and hence the outcome will be appreciable. So, the present study is an attempt to explore the relationship between teaching effectiveness and professional commitment of secondary school teachers.

OBJECTIVES OF THE STUDY

The present study is designed to achieve the following objectives:

1. To study the level of teaching effectiveness and professional commitment of secondary school teachers.
2. To explore the teaching effectiveness and professional commitment of secondary school teachers with respect to gender and type of schools.
3. To find out the relationship between teaching effectiveness and professional commitment of secondary school teachers.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in teaching effectiveness of secondary school teachers with respect to gender and type of schools.
2. There exists no significant difference in professional commitment of secondary school teachers with respect to gender and type of schools.
3. There exists no significant relationship between teaching effectiveness and professional commitment of secondary school teachers.

METHOD

In order to get a representative sample the researcher collected the data from 109 teachers of 13 government and private secondary schools of Jalandhar and Amritsar district, Punjab state. 14 male and 34 female teachers from government schools and 17 male and 44 female teachers from private schools participated in the study.

Descriptive survey method was used to collect data from the respondents using teaching Effectiveness Scale by Dr. (Mrs) Umme Kulsum (2000) with 5 dimensions namely the preparation and planning for teaching, classroom management, and knowledge of subject

matter, teacher characteristics and their interpersonal relations. Professional commitment of teachers was judged using standardized scale by Ravinder Kaur (2011) with 5 dimensions vis-a-vis commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence, and Commitment to the basic human values.

RESULTS AND DISCUSSION

DESCRIPTIVE ANALYSIS

Results pertaining to the existing status of secondary school teachers on variables under study

Objective 1: To study the level of teaching effectiveness and professional commitment of secondary school teachers

To study the level of Teaching effectiveness and professional commitment of secondary school teachers frequency and percentage analysis was done and results are reported in the tables below.

Table 1. Percentage of secondary school teachers having different levels of teaching effectiveness

Sr.No.	Level of teaching effectiveness	No. of teachers	Percentage
1	High	13	12
2	Average	81	74
3	Low	15	14

From the table 1, it is clear that maximum teachers i.e. 74% fall in the category of average teaching effectiveness. Only 12% teachers are showing high efficiency in their teaching and 14% teachers not so efficient in their profession.

Table 2: Percentage of secondary school teachers having different level of professional commitment

Sr. No	LEVEL OF PROFESSIONAL COMMITMENT	NO OF TEACHER	PERCENTAGE (Approx)
1	Extremely High Commitment	2	2
2	High Commitment	3	3
3	Above Average Commitment	25	23
4	Average Commitment	57	52
5	Below Average Commitment	11	10
6	Low Commitment	8	7
7	Extremely Low Commitment	3	3

From the table 2, it is clear that 52% teachers have average level of commitment towards their profession while 23% teachers are showing above average commitment towards their profession. Only 2% teachers are showing extremely high commitment while there are 3% teachers who are committed at extremely low levels to their profession and approx. 10% teachers are immediately below to the average level of professional commitment. So, maximum percentages of teachers are showing the average level of professional commitment toward their teaching profession followed by 30% teachers who are highly committed to the profession. But 22% teachers are still there who are not committed to their profession from their hearts and showing low level of commitment.

INFRENTIAL ANALYSIS

Comparison of Teaching Effectiveness and Professional Commitment of secondary school teachers with respect to selected Demographic Variables.

Hypothesis 1: There exists no significant difference in teaching effectiveness of secondary school teachers with respect to gender and type of schools

To study the difference between teaching effectiveness male and female government secondary school teachers independent sample t-test was applied and results are tabulated and interpreted as below:

Table 3. Mean S.D. and t-value of effectiveness of male and female teachers of government secondary schools

Gender	N	Mean	SD	df	t-Value
Male Teachers	17	391	92.61	59	0.38
Female Teachers	44	381.25	81		

From table 3, it is evident that the t-value of teaching effectiveness of male and female teachers of government secondary schools is 0.38 (df =59) which is not significant at 0.05 level of significance. Thus, the null hypothesis stating that there exists no significant difference in teaching effectiveness of male and female teachers of government secondary schools is accepted. So, it is concluded that government school male and female teachers do not differ statistically in their teaching efficiency.

Further, to study the difference between teaching effectiveness male and female private secondary school teachers, independent sample t-test was again applied and results are tabulated and interpreted as below:

Table 4. Mean, S.D. and t-value of teaching effectiveness of male and female teachers of private secondary schools

Gender	N	Mean	SD	df	t-Value
Male Teachers	14	348.14	69	46	1.20
Female Teachers	34	465.05	73.98		

From table 4, it is evident that the t-value of teaching effectiveness of male and female teachers of private secondary schools is 1.20 (df=46) which is again not significant at 0.05 level of significance. Thus, the null hypothesis; there exists no significant difference in teaching effectiveness of male and female teachers of private secondary schools is retained. So, like government school teachers there is no difference in the teaching effectiveness of private school teachers with respect to their gender.

Again, in order to study the difference between teaching effectiveness government and private secondary school teachers, independent sample t-test was applied and results are tabulated and interpreted as below:

Table 5: Mean, S.D. and t-value of teaching effectiveness of government and private secondary school teachers

Type of school	N	Mean	SD	df	t-Value
Government Teachers	61	383.96	83.72	107	4.87**
Private Teachers	48	457.20	72.88		

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

From the table 5, it is clear that calculated t-value is 4.87 (df=107) which is significant at 0.01 level of significance. This means that the hypothesis stating that there exists no significant difference in teaching effectiveness of government and private secondary school teachers is rejected. Hence, there exists significant difference in teaching effectiveness of government and private secondary school teachers. Also from the mean value of two groups it is clear that private school teachers are more efficient in teaching in comparison to government school teachers.

Hypothesis 2: There exists no significant difference in professional commitment of secondary school teachers with respect to gender and type of schools

In order to study the difference between professional commitment of male and female government secondary school teachers, independent sample t-test was applied and results are tabulated and interpreted as below:

Table 6. Mean, S.D. and t-value of professional commitment of male and female teachers of government secondary schools

Gender	N	Mean	SD	df	t-Value
Male Teacher	17	165.82	18.92	59	0.75
Female Teacher	44	161.70	18.47		

From table 6, it is evident that the t-value of professional commitment of male and female teachers of government secondary schools is 0.75 (df=59) which is not significant at 0.05 level of significance. Thus, the null hypothesis stating that there exists no significant difference in level of professional commitment of male and female teachers of government secondary schools is retained. Hence, male and female teachers of government secondary school are almost equally committed to their profession.

Further, difference between professional commitment of male and female private secondary school teachers was explored by applying independent sample t-test was applied again and results are tabulated and interpreted as below:

Table 7. Mean, S.D. and t-value of professional commitment of male and female teachers of private secondary schools

Gender	N	MEAN	SD	df	t-VALUE
Male Teacher	14	172.64	10.72 9.34	46	0.26
Female Teacher	34	171. 171.76			

From table 7, it is evident that the t-value of professional commitment of male and female teachers of private secondary schools is 0.26 (df=46) which is again not significant at 0.05 level of significance. Thus, the null hypothesis indicating that there exists no significant difference in level of professional commitment of male and female teachers of private secondary schools is retained and private school male and female teachers are also equally committed to their profession.

On similar lines the difference between professional commitment of government and private secondary school teachers was studied using independent sample t-test and results are tabulated and interpreted as below:

Table 8. Mean, S.D. and t-value of professional commitment of government and private secondary school teachers

Type of school	N	Mean	STDEV	t-Value
Government Teachers	61	162.91	18.53	3.30**
Private Teachers	48	172.02	9.65	

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

Further, from table 8, it is evident that the t-value of professional commitment of government and private secondary schools is 3.30 (df=107) which is significant at 0.01 level of significance. Thus, the null hypothesis; there exists no significant difference in level of professional commitment of government and private secondary school teachers is rejected thereby leading to the conclusion that government and private school teachers vary in their commitment to the profession and looking into the mean values of two sample groups, it is clear that private school teachers are more committed to their professional responsibilities than government school teachers.

CORRELATIONAL ANALYSIS

Hypothesis 4: There exists no significant relationship between teaching effectiveness and professional commitment of secondary school teachers

To study the relation between teaching effectiveness and professional commitment of secondary school teachers, levels of professional commitment were taken and correlation of each level of professional commitment was explored with the teaching effectiveness by using Pearson Product Moment Coefficient of Correlation and results are reported in the table below.

Table 9: Correlation Coefficient (r-value) between teaching effectiveness and professional commitment of secondary school teachers

PROFESSIONAL COMMITMENT	TEACHER EFFECTIVENESS	
Level	Number of teachers	Coff. of correlation (r)
Low	22	0.27
Average	57	0.69
High	30	0.54

From the table 9, it is clearly evident that correlation of teaching effectiveness with professional commitment at different levels i.e. low, average & high comes out to be 0.27, 0.69 and 0.54 respectively. These values indicate that professional commitment and teaching effectiveness are positively correlated with each other meaning thereby that increase in commitment levels will give rise to efficiency in teaching. Further, for the selected sample of teachers, strength of correlation between commitment and efficiency in teaching is moderate in case of average and highly committed teachers while for teachers exhibiting lower commitment to their profession, the value of r depicts weak association between the two variables. Hence, it is concluded that more will be the commitment towards profession, higher will be the efficiency in teaching and vice-versa is also true.

CONCLUSIONS

The study on teaching effectiveness and professional commitment of secondary school teachers in two districts of Punjab concluded that maximum no. of the teachers reflected average level of commitment and effectiveness in their profession. Further, both teachers were not significantly different in their commitment and efficiency in teaching with respect to

their gender but private teachers were higher on both the variables in comparison to government teachers. Professional commitment was found to be positively and significantly correlated to teaching effectiveness in the selected sample.

RECOMMENDATIONS

On the basis of the results of the study, it is recommended that government and school authorities should take necessary steps to enhance the commitment of teachers towards their profession as efficiency in teaching is highly dependent upon the dedication towards the profession. Teachers should be given opportunities to visit other countries to know about their education patterns and also incentives of different type may serve the purpose.

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