



Professional Commitment as a Predictor of Teachers Effectiveness in Secondary Schools

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ABSTRACT

The current study was undertaken to examine the impact of professional commitment on teachers' effectiveness in secondary Schools. A descriptive survey method was used, with a sample of 400 teachers randomly selected from a population of 1,232 secondary school teachers. Data were collected using the Teachers' Effectiveness Scale developed by Shallu Puri and S. C. Gakhar in the year 2010 and the Professional Commitment Scale developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, and Mrs. Sarvjeet Kaur Brar. The findings revealed that most (37.5%) of secondary school teachers exhibit extremely low professional commitment, while 118 teachers (29%) demonstrate low commitment, 88 teachers (22%) show below-average commitment, and only 44 teachers (11%) have an average level of commitment. Similarly, the majority (98.5%) of secondary school teachers showed a very low level of effectiveness and (1.5%) of teachers showed a low level of teacher effectiveness. Further, the result demonstrated a significant correlation between professional commitment and teacher effectiveness and that professional commitment is a significant predictor of teaching effectiveness among secondary school teachers in Karbi Anglong district.

Key Words: Professional Commitment, Teacher Effectiveness, Secondary School, Teachers

1. Introduction

Professional commitment and teachers' effectiveness have been the focus of continuous study and discussion for many years. As the cornerstone of education, teachers play a crucial role in shaping the lives of students. They are essential for creating well-rounded individuals because of their ability to promote learning, stimulate curiosity, and cultivate critical thinking. Professional commitment is one important aspect affecting teachers' effectiveness. It's more than just a job rather it's a dedication to the profession and a passion for students' learning (Edutopia, n.d.). When teachers are deeply committed to their work, they are more likely to go above and beyond their basic duties, leading to improved teaching practices and better student outcomes (Konacloudforest, n.d.; Edutopia, n.d.).

Vandenberg and Scarpello (1994) said that professional commitment is when a person believes in and accepts the values of their chosen job or career, and they want to stay in that career. We can say that professional commitment is about being responsible, passionate, and interested in a particular job and its related field. Santos (1998) thought of professional commitment as a feeling of belonging to and identifying with a specific job. He highlighted the importance of wanting to stay in a career as a sign of professional commitment. Meyer and Allen (1997) defined professional commitment as feeling connected to a profession, wanting to stay in a job, and feeling responsible for it. Rots, Aelterman, and Devos (2014) witnessed professional commitment as an employee's emotional bond to their work. They further considered that it is an important determinant of dedication and loyalty to sustain good professional practice. Salehnia and Ashraf (2015) perceived professional commitment to the role of the teacher and his pedagogy, which affects student's ability to learn effectively. Billionis (2018) recognized professional commitment as a natural ingredient of the teaching profession. He further stressed that it closely connects teachers to work performance and influences students' achievement and attitude towards work.

Teacher effectiveness is one of the most important factors in quality education, significantly impacting student achievement and overall educational outcomes (Hattie, 2009). Effective teachers possess a unique blend of skills, knowledge, and passion that enables them to create engaging and enriching learning environments (Stronge, 2018). Their influence extends far beyond the classroom, shaping their students' intellectual, social, and emotional development (Marzano, 2003). One of the primary ways effective teachers contribute to student learning is through their ability to create a positive and supportive classroom climate. By establishing rapport with their students, fostering a sense of belonging, and encouraging open communication, effective teachers create a conducive environment for learning. This positive climate motivates students to engage actively in learning, participate in discussions, and take intellectual risks (Hattie, 2009). Effective teachers also contribute to the overall improvement of the education system. They serve as mentors to new teachers, sharing their expertise and experience to help them develop their skills (Feiman-Nemser, 2001).

According to Amsarani (2000) The term "teacher effectiveness" refers to how successful a teacher is at carrying out their duties, which include teaching strategies, managing students and classrooms, building relationships, and giving feedback. Ryans (1969) believed that effective teachers help students develop basic skills, good work habits, positive attitudes, sound judgment, and healthy personal adjustments. Mishra, Pandit, and Hindolia (1993) saw teacher effectiveness as a combination of qualities like subject knowledge, clear thinking, strong communication skills, and good relationships with students, which help students understand the subject matter quickly. Similarly, Evans (2006) defined teacher effectiveness as the interactions between teachers and students that lead to increased student knowledge. This includes communication skills, using praise and rewards, motivation, and other techniques during teaching. He also defined Teacher Effectiveness as the demonstration of subject knowledge, and skill in presenting lessons and creating a positive learning environment.

2. Literature Review

Teacher effectiveness is influenced by several key factors, such as a strong interest in teaching (Chhaya, 1974) and motivation to work (Raj, 2000), although job satisfaction does not appear to significantly affect effectiveness. Demographic and professional attributes, including gender, qualification, and marital status, generally do not have a major impact on teacher effectiveness (Vijaylakshmi, 2002). Comparative studies reveal that teachers in government schools tend to exhibit higher levels of effectiveness and job satisfaction compared to their counterparts in private schools (Gupta, 2010), with differences in effectiveness also noted based on locale and academic stream (Pachaiyappan & Raj, 2014). Additionally, there are no significant differences in effectiveness between male and female teachers. Work motivation has shown both positive and negative relationships with teacher effectiveness, with some studies suggesting a positive correlation (Lata & Sharma, 2017) and others a negative one (Bala & Bashir, 2016). When it comes to professional commitment, studies consistently highlight its strong connection to teacher effectiveness, though its relationship with teaching competency is weak (Shukla, 2009). Factors such as teaching aptitude and competency are related to professional commitment but not necessarily to teaching effectiveness (Srivastava & Pratibha, 2009). Gender differences in commitment levels have been noted, with female teachers often showing higher levels of commitment (Bala, 2017; Talawar & Kumar, 2010; Nayci, 2021), while factors like locale and marital status have varying effects (Choudhary, 2018). Job satisfaction, supportive working conditions, and institutional climate play significant roles in enhancing professional commitment (Shamina, 2014; Choudhary, 2018), and higher levels of commitment are associated with advanced qualifications and better work performance (Gupta & Jain, 2013; Delima, 2015). Furthermore, science teachers typically demonstrate higher commitment levels than their social science counterparts (Okayer, 2018). This review highlights that both teacher effectiveness and professional commitment are shaped by a combination of personal, professional, and environmental factors, with professional commitment serving as a key predictor of teaching performance and effectiveness.

3. Rationale of the study

Teaching and learning are connected to each other. Effective learning can only happen when there is effective teaching. Effective teaching depends on how effective a teacher is. No technology or machine can replace a teacher because a teacher's motivation, confidence, commitment, ability, interest, aptitude, and attitude are needed for effective teaching. Flanders and Simon (1969) showed that a teacher's effectiveness is an important quality that is strongly linked to students' academic achievement. Vicky and Phillips (2013) also found in their study that effective teaching can lead to positive changes in learners, which can improve students' academic achievement. The study also showed that a teacher's professional commitment affects their effectiveness, and teachers with high commitment are more effective than those with low commitment. Jayaramanna (2001) observed that a teacher's effectiveness influences students' academic achievement. Delima (2015) found that a teacher's commitment is strongly related to their work performance and has a significant impact on student achievement. It is also expected that the effectiveness of secondary school teachers has a direct bearing on the academic performance of the students.

In the context of growing challenges in education, such as diverse student needs and resource constraints, understanding this relationship is essential to help school administrators, principals, and others involved in school management to better understand teacher effectiveness. This will allow them to develop and implement effective school management strategies and train teachers to improve education. The results of this study aim to provide a deeper understanding of the key factors that affect teacher effectiveness. This knowledge can help educational institutions' heads in recruiting, promoting, and training teachers for an effective education system. Additionally, this study will be valuable to future researchers. The theories, information, and statistical results from this study can be referenced and consulted by researchers for their future studies and research.

4. Research Questions

1. What is the level of professional commitment among secondary school teachers in Karbi Anglong District of Assam?
2. What is the level of teacher effectiveness among secondary school teachers in Karbi Anglong District of Assam?
3. Is there a significant relationship between professional commitment and teacher effectiveness among secondary school teachers in Karbi Anglong of Assam?
4. To what extent can professional commitment predict teacher effectiveness?

5. Objectives of the Study

1. To assess the level of professional commitment among secondary school teachers in Karbi Anglong District of Assam.
2. To evaluate the teachers' effectiveness in secondary schools in Karbi Anglong District of Assam.
3. To examine the relationship between professional commitment and teacher effectiveness of secondary school teachers in Karbi Anglong district of Assam.
4. To determine the extent to which professional commitment predicts teacher effectiveness

6. Hypotheses

H₀(1): There is no significant relationship between professional commitment and teachers' effectiveness among secondary school teachers in the Karbi Anglong district of Assam.

H₀(2): Professional commitment does not significantly impact teachers' effectiveness among secondary school teachers in the Karbi Anglong district of Assam.

7. Methodology

a) Research Method

In this study, the investigators employed a descriptive survey method with a cross-sectional research design. The study followed a quantitative approach to analyzing the data.

b) Population and Sample

The population consists of secondary school teachers in Karbi Anglong District of Assam. A representative sample of 400 teachers was selected using a stratified random sampling strategy.

c) Tools Used

Data were gathered using the Teachers' Effectiveness Scale developed by Shallu Puri and S. C. Gakhar and Professional Commitment Scale, developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, and Mrs. Sarvjeet Kaur Brar. Responses are recorded on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. For positive statements, scores of 5, 4, 3, 2, and 1 are assigned, while negative statements are reverse scored. The scale was validated by the developers through face and content validation procedures and its reliability was confirmed using the test-retest method, yielding a correlation coefficient of 0.76.

d) Statistical Treatment

The survey data was analyzed using mean and percentage to assess the levels of teacher effectiveness and professional commitment as per the norms given in the used tools. Correlation analysis was employed to examine the relationships between the variables, while regression analysis was conducted to evaluate the predictive capacity of professional commitment.

8. Data Collection Procedures and Ethical Considerations

The data collection process involved visiting selected secondary schools in Karbi Anglong District, Assam, to obtain permission from the principals. After approval, the investigators approached the teachers, explained the study's purpose, and secured informed consent. Confidentiality and anonymity were maintained, and participants were assured of their right to withdraw at any time. Teachers were encouraged to respond openly, and the data collection tool was distributed with clear instructions. Although no strict time limit was set, about 60 minutes were allocated for completion. The investigators then collected the completed booklets and proceeded with scoring.

9. Analysis and Results

The data has been analyzed based on the serial objectives and they are displayed below.

9.1 Levels of Professional Commitment Among Secondary School Teachers in Karbi Anglong District of Assam.

Table 1: Shows the Level and Over all Mean of Professional Commitment of Secondary School Teachers

Raw Scores	Level of Professional Commitment	Frequency	%	Overall Mean Score
202 and above	Extremely High Commitment	0	0	136.84
189-201	High Commitment	0	0	
175-188	Above Average Commitment	0	0	
158-174	Average Commitment	44	11	
144-157	Below Average Commitment	88	22	
131-143	Low Commitment	118	29.5	
130 and below	Extremely Low Commitment	150	37.5	

Figure 1: Showing the levels of professional commitment of secondary school teachers in Karbi Anglong District of Assam

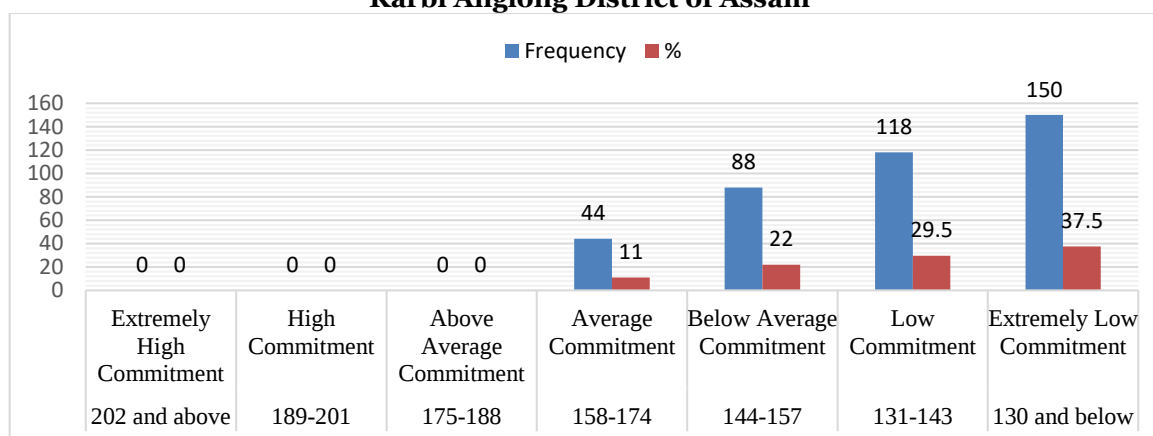


Table 1 reveals that the mean score of professional commitment among secondary school teachers in Karbi Anglong District is 136.84 out of a possible 225. Figure 1 further illustrates that, among the 400 teachers sampled, 150 (37.5%) display an extremely low level of commitment, 118 (29.5%) exhibit low commitment, 88 (22%) show below-average commitment, and only 44 (11%) achieve an average level of commitment. These findings highlight that most secondary school teachers in the district have low professional commitment, emphasizing the need for strategies to motivate teachers and foster a more supportive school environment to enhance their commitment.

9.2 Levels of Teacher Effectiveness Among Secondary School Teachers in Karbi Anglong District of Assam.

Table 2: Shows the Levels and Overall Mean Score of Secondary School Teachers Effectiveness

Raw Scores	Level of Effectiveness	Frequency	%	Overall Mean Score
300-340	Very High	0	0.0	126.98
270-299	High	0	0	
200-269	Average	0	0	
170-199	Low	6	1.5	
68-169	Very Low	394	98.5	

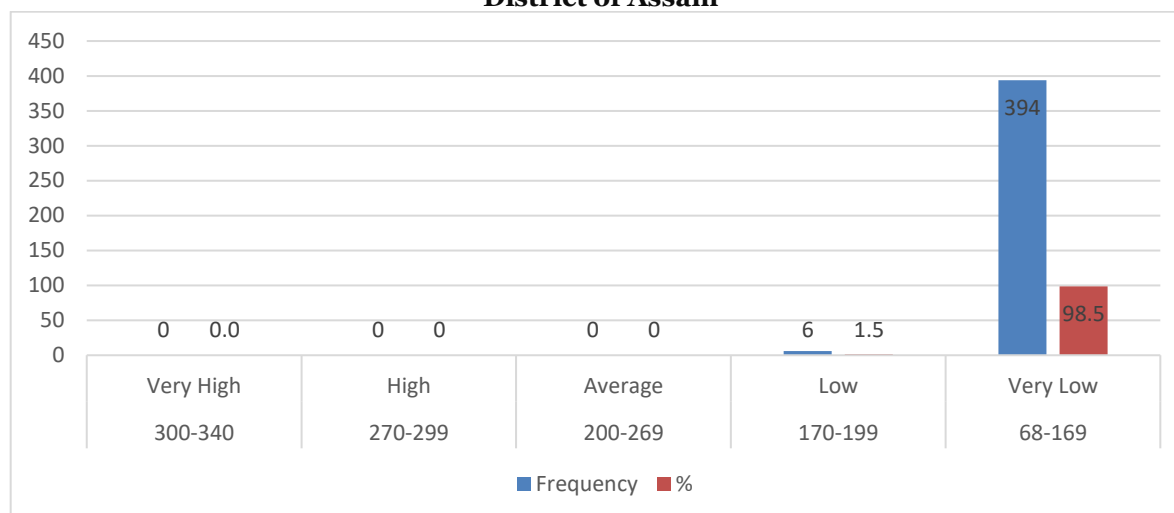
Figure 1: Overall Levels of Effectiveness of Secondary School Teachers in Karbi Anglong District of Assam

Table 2 displays that the mean score for secondary school teachers' effectiveness was 126.98, reflecting a low level of effectiveness as it constitutes only 37% of the maximum possible score of 340. Based on the teacher effectiveness scale norms, the analysis revealed that 394 out of 400 sampled teachers (98.5%) scored between 68 and 169, indicating a very low level of effectiveness. Only 6 teachers (1.5%) fell into the low-effectiveness category. These findings highlight the urgent need for targeted interventions to enhance teacher effectiveness in secondary schools in Karbi Anglong District, Assam.

9.3 Relationship Between Professional Commitment and Teachers Effectiveness Among Secondary School Teachers in Karbi Anglong District of Assam

Table 3: Summary of Correlation Between Professional Commitment and Teachers Effectiveness

		Professional Commitment	Teacher Effectiveness
Professional Commitment	Pearson Correlation	1	.113*
	Sig. (2-tailed)		.024
	N	400	400
Teachers Effectiveness	Pearson Correlation	.113*	1
	Sig. (2-tailed)	.024	
	N	400	400

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that the calculated correlation coefficient between professional commitment and teacher effectiveness is 0.113, which exceeds the critical 'r' value of 0.098 at the 0.05 significance level for $df = 398$ ($p < .024$). Therefore, the computed 'r' value is significant, leading to the rejection of the null hypothesis stating that there is no significant relationship between professional commitment and teacher effectiveness among secondary school teachers in Karbi Anglong District, Assam. This indicates that teacher's professional commitment and their effectiveness are interrelated and mutually dependent.

9.4 Extent to Which Professional Commitment Predicts Teachers Effectiveness

Table 4 (a): Summary of Regression Analysis of Professional Commitment and Teachers Effectiveness

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Value
Professional Commitment	.113 ^a	.013	.010	4.51426	5.105

Table 4(a) presents the correlation coefficient between professional commitment and secondary school teachers' effectiveness, calculated as .113 with a squared value of .013. Regression analysis indicates that professional commitment accounts for 13% of the variance in teacher effectiveness.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	104.029	1	104.029	5.105	.024 ^b
Residual	8110.668	398	20.379		
Total	8214.698	399			

Table 4 (b): Summary of ANOVA for Regression***Significant at 0.05 level of Significance**

Table 4(b) shows that the obtained F-value of 5.105 is statistically significant at the 0.05 level, indicating a significant relationship between professional commitment and teacher effectiveness. This confirms that the predictor variable, professional commitment, can effectively predict the criterion variable, teacher effectiveness, making regression analysis both valid and feasible.

Table 4 (c) Summary of Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	32.459	2.175	.113	14.920	.000	49.793	60.111
Professional Commitment	.080	.036		2.259	.024	.020	.295

As shown in Table 4(c), the regression coefficient (B) is 0.080, with a t-value of 2.259, which is significant at the 0.05 level ($0.024 < 0.05$). This indicates that professional commitment plays a crucial role in predicting teacher effectiveness. The regression equation derived from these variables is: $\hat{Y}$ (Teacher Effectiveness) = $32.459 + (0.080)$ Professional Commitment.

These findings demonstrate a significant relationship between professional commitment and teacher effectiveness, suggesting that more effective teachers are also more professionally committed. Consequently, the hypothesis stating that professional commitment does not significantly impact teachers' effectiveness among secondary school teachers in the Karbi Anglong District of Assam is rejected. This confirms that professional commitment is a significant predictor of teacher effectiveness in secondary schools.

10. Conclusions

The study reveals a concerning state of professional commitment and teacher effectiveness among secondary school teachers in Karbi Anglong District, Assam. It highlights that secondary school teachers in Karbi Anglong District generally exhibit low levels of professional commitment. Similarly, teacher effectiveness levels are alarmingly low, where the majority of the teachers fall into the very low effectiveness category. Nevertheless, a significant relationship was found between professional commitment and teacher effectiveness among secondary school teachers in Karbi Anglong District, suggesting that the more effective teachers are the more professionally committed they are. The regression analysis confirms its predictive validity. Thus, these results suggest that efforts to improve teacher effectiveness must prioritize enhancing professional commitment through targeted interventions. Strategies such as fostering a supportive school environment, providing professional development opportunities, and implementing motivational policies are crucial to addressing these deficiencies and promoting better teaching outcomes in the district.

11. Recommendations

In line with the findings of this study, the researcher would like to propose a couple of recommendations in order to improve teachers effectiveness and professional commitment of teachers in the district of Karbi Anglong, Assam, India.

- All secondary school teachers in Karbi Anglong should be required to attend ongoing professional development programs. Provide specialized training to teachers in specific subjects to improve their knowledge and confidence.
- Pay teachers competitive salaries and offer good benefits to attract and keep qualified educators. Recognize and reward excellent teachers to boost their morale and motivation.
- Include cultural sensitivity in the curriculum and teaching methods to meet the diverse needs of students in Karbi Anglong. Address challenges like lack of electricity or transportation to ensure all students can access education.
- Establish a system to evaluate teacher performance and provide feedback for improvement. Collect feedback from students about their teachers to inform the evaluation process and identify areas for growth.
- Empower teachers to make decisions about their teaching methods and the curriculum. Encourage teachers to work together to plan and make decisions, fostering a sense of ownership and commitment.

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