

The contribution of teacher effectiveness in the framework of professional commitment: An exploratory study of degree college teachers of Punjab

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Abstract

This seeks to provide an insight in to teacher effectiveness as an outcome of professional commitment by extending and discussing the literature review related to them. The study targeted of degree college teachers, who represented government and private degree colleges of Punjab. The research was carried in the following four districts of Punjab viz; Muktsar, Moga, Firdkot and Ferozpur. 400 teachers were randomly drawn from these districts as sample representative of the study. For the undertaken study the professional commitment was treated as teacher effectiveness and demographic variables served as independent variables. The main data collection instrument used in this study was Kaur, Ranu and Brar (2012) developed for professional commitment and teacher effectiveness instrument originally developed by Kulsum (2011). The researcher identify that there is link between the two and this as a practice can be effectively used by the teachers to enhance their outcomes.

Keywords: effectiveness, professional, commitment

Introduction

The new era of modernization and knowledge explosion view teacher effectiveness in terms of fulfilling students' aspirations. This means an effective teacher is the one who is engaged in the task of teaching - learning process, higher rates of communication and like to spend his time on activities related to it. This means to characterize an effective teacher, we must gain an insight to understand their level of professional commitment. According Lani (2012) teaching effectiveness is an integral part of all professional relationships, practices and professional commitment. This means teacher effectiveness is embedded or embraced in the professional commitment of teachers. With this in mind, European Corporation School (2000) recommended that to improve the quality and equity of education system, it is compulsory that teachers should have team commitment and along with it competitiveness so that their attainment directly impact their effectiveness. According to Freeke, Kfir and Naseer (1997) commitment refers the degree up to which teachers are satisfied and enjoy the interactions which are taking place throughout their teaching career. Their views were further elaborated by Firestone and Pannel (1993); who related commitment to efficiency by being intrinsically motivated and doing enhanced routine task with efficiency. They further advocated that lower level of commitment fails to improve quality in teaching- learning process. According to Teddlie and Reynolds (2000) teacher effectiveness can be mapped in to different process areas viz; effective leadership which includes; firm and purposefulness, instructional leadership, personal monitoring whereas the process of effective teaching lies in the unity of purpose, consistency of practice and collegiality and collaboration. They further added that maintaining and developing a focus on learning and academics is must. These processes of teacher effectiveness are effectively conceptualize by Dave (1998) who pointed that well trained and effective teachers are those who are both competent as well as committed professional practioners.

Fried (2001) a committed teacher is a one who love knowledge and deeply stirred by issues and ideas 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.

Rationale of the Study

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 can not perform various tasks and responsibilities if they are not professionally committed. The undertaken research expects to see the different views of professional commitment with added independent variable like gender and institutional type. Further we will find the relationship between professional commitment and teacher effectiveness. The current accountability of teacher is dying gradually because of relating their levels of commitment with salary and other benefits. This consequently means to sustain and capture the teacher commitment has become the difficult task these days. Taking this concept in to mind so, it was perceived teacher efforts can make a difference and can give more insight is they are presented as teacher effectiveness. This means teacher effectiveness is general expectancy of the behavior of the teacher. According to Rottee (1966) general expectancies determines whether their own behavior gets reinforced or not. He gave direction to his view by saying that individual efficiency is directed by an orientation that is internally and externally.

Conceptual Definitions

Professional Commitment

It is a stimulant to enhance the value of teacher by measuring its learning process, his/ her contribution towards society,

attaining excellence and way to approach basic human values in accordance to rules, norms and code of ethics laid for teaching profession.

Teacher Effectiveness

It comprises of attainment to achieve competence by understanding roles and functions performed by teachers in conducting their day to day activities such as; preparation and plan to teach, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relationships.

Objectives

1. To compare the professional commitment with its dimensions as–
 - i) Commitment to the learner;
 - ii) Commitment to the society;
 - iii) Commitment to the profession;
 - iv) Commitment to the achieve excellence for professional actions;
 - v) Commitment to the basic values, among degree college teachers on the basis of institutions.
2. To compare the professional commitment with its dimensions as–
 - i) commitment to the learner;
 - ii) commitment to the society;
 - iii) commitment to the profession;

- iv) commitment to the achieve excellence for professional actions; &
 - v) commitment to the basic values, on the basis of gender.
3. To find the relationship of professional commitment with teachers’ effectiveness of teachers’ working in degree colleges of Punjab.

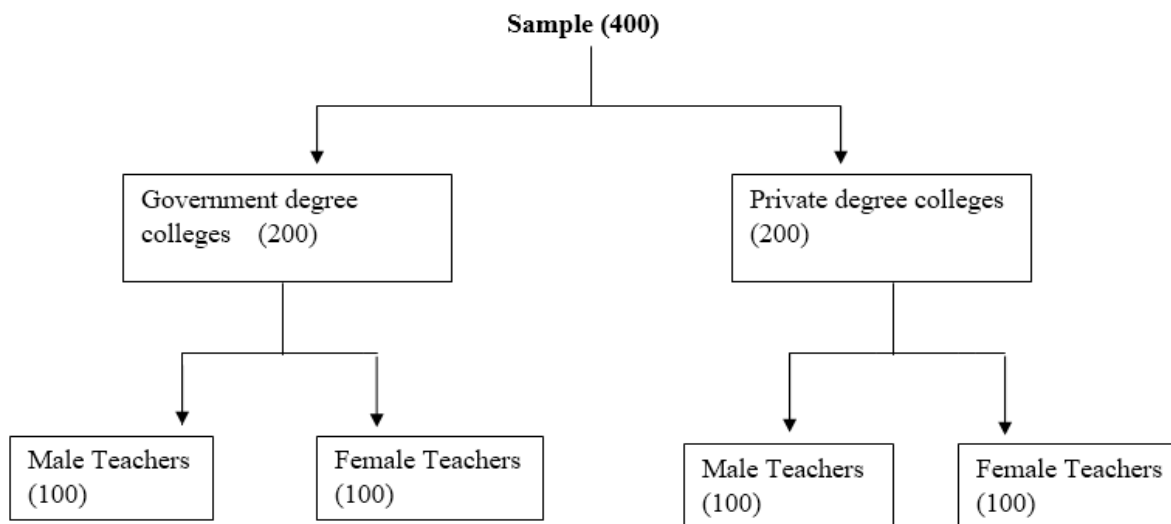
Methodology of the Study

The undertaken study adopted criteria of descriptive research because it has gone beyond gathering and tabulation of data and involved comparison of degree college teachers on the basis of gender and type of institution. Besides this, it involved measurement of correlation, evaluation and generalization of variables under study. For the undertaken study professional commitment was treated as criterion variable. It is the variable on which the outcome of predictor variable was determined.

Sample

Out of the 22 districts of the Punjab four districts were selected by non –proportional random sampling. Out of the identified four districts each college ten teachers were involved in data collection. Thus 25 teachers from government and 25 from private degree college were identified. So that a total of 200 (50*4) formed a sample to conduct the study for government degree college and an equal number of private degree college of Punjab.

Sample of the study



Measures

To clarify a more comprehensive view of professional commitment Kaur, Ranu and Brar (2012) developed a 5 dimensions framework of professional commitment, which includes the following; commitment to learner, contribution towards society, attaining of excellence and their way of approaching basic human values according to certain rules, norms and code of ethics of teaching profession. To examine

teacher effectiveness instrument originally developed by Kulsum (2011) was used with dimensions of preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations. The indicators in the instrument were coded on five point likert scale ranging from one to five. The inspection of reliability indicated that the tool was fit to be used.

Analyses and Interpretation

Comparison of Professional Commitment of Teachers on the Basis of Institutions Professional commitment of degree college teachers

Table 1

Degree college teachers					
Variables	Government Teachers		Private Teachers		t-ratio
	Mean	S.D.	Mean	S.D	
Commitment to the Learner	62.41	7.01	65.93	6.34	5.7**
Commitment to the Society	56.73	7.28	60.21	6.78	4.32**
Commitment to the Profession	57.56	7.85	59.23	6.29	4.21**
Commitment to Achieve Excellence	56.23	7.69	58.62	6.75	3.49**
Commitment to Basic Values	39.78	4.63	42.36	3.57	6.25**

Based on the above results and mean values in table 1.1 it is observed that private college teachers are more committed towards the learner, towards society and towards profession while linking commitment to achieve excellence, it is observed that they work hard to achieve excellence. Table

further shows t-ratio for private teachers participate in this study. The statistically significant t-ratio for all the five dimensions confirms that private degree college teachers discharge their duties more enthusiastically.

Table 2: Professional commitment of Male degree college teachers

Degree college teachers					
Variables	Government Male Teachers		Private Male Teachers		t-ratio
	Mean	S.D.	Mean	S.D	
Commitment to the Learner	54.32	6.31	57.69	5.44	4.81**
Commitment to the Society	52.72	6.18	56.32	5.18	3.82**
Commitment to the Profession	56.45	6.57	58.32	6.09	4.78**
Commitment to Achieve Excellence	51.26	7.21	54.36	5.57	4.56**
Commitment to Basic Values	37.34	3.75	39.29	3.17	5.15**

Based on the above results and mean values in table 1.2 it is observed that private college male teachers are more committed towards the learner, towards society and towards profession while linking commitment to achieve excellence, it is observed that they work hard to achieve excellence. Table

further shows t-ratio for private teachers participate in this study. The statistically significant t-ratio for all the five dimensions confirms that private degree college male teachers do their duties more enthusiastically and more committed towards their profession.

Table 2: Professional Commitment of Female Degree College Teachers

Degree college teachers					
Variables	Government Female Teachers		Private Female Teachers		t-ratio
	Mean	S.D.	Mean	S.D	
Commitment to the Learner	58.32	6.56	59.78	5.74	5.72**
Commitment to the Society	62.56	6.65	65.42	5.39	4.61**
Commitment to the Profession	65.37	5.69	67.18	6.57	5.18**
Commitment to Achieve Excellence	56.18	7.36	54.36	6.42	4.46**
Commitment to Basic Values	42.23	4.15	45.67	3.58	5.27**

Based on the above results and mean values in table 1.3 it is observed that private college female teachers are more committed towards the learner, towards society and towards profession while linking commitment to achieve excellence, it is observed that they work hard to achieve excellence. Table further shows t-ratio for private female teachers participate in

this study are higher on professional commitment as compare to government female teachers. The statistically significant t-ratio for all the five dimensions confirms that private female degree college teachers are more committed towards their profession.

Table 1.4: Correlation between Professional Commitment and Teacher Effectiveness for the Total sample (400)

Variables	Professional Commitment	Teacher Effectiveness
Professional Commitment	1	.211**
Teacher Effectiveness	.211**	1

The value of correlation between Professional commitment and Teacher Effectiveness ($r = .211$) which is significant at 0.01 level. This means professional commitment has significant positive association with teacher effectiveness. This led us to interpret that effective teachers are more committed towards their profession.

Conclusion

Going by the results, it was noticed that the notion of effect of gender was recognized indicating that females recognize teaching profession as a higher professional attainment earned by them. Further, it was observed that private degree college teachers possess a strong sense of duty towards their

profession or in other words they are more driven by their profession. This may be because of the fact that is limited availability alternative for seeking employment to female degree college teachers. Further the results indicate that professional commitment of private degree college teachers is comparatively more, the reason may be due to the less employment opportunities, economic recession which has transformed the scenario of employment in India. Looking at the results, we can conclude that professional commitment of private degree college teachers is comparatively higher which strengthen private institutions to cater more of students. The findings of the paper revealed that there is significant relation between professional commitment and teacher effectiveness. Whereas the suffice of professional commitment held by government degree college teachers is comparatively less leading us to conclude that they lag behind in professional commitment when compared with private degree college teachers. This significant effect between the two, public and private degree college teachers cannot be denied, so efforts must be made that this does not become a constant affair of government degree college teachers. Taking this in to consideration we as a researcher suggest that professional commitment of teachers must be taken care and efforts should be made that government teachers professional commitment get intensified if they are driven towards pressure, expectations and controls incorporated in their daily teaching. In this regard, it has been recommended by Maheshwari (2003) that professional development programs like seminars and refresher courses could help teachers to become professionally more committed. Further, there is a dire need that regulatory bodies in the field of teacher education like NCTE and affiliating universities should strictly initiate steps to enforce rules and regulations especially which are related to welfare of teachers. Healthy academic environment, more salaries and other facilities might enhance commitment among teachers. This initiation will be a great boon and boost for enhancing the professional commitment among teachers.

Educational implications

1. The undertaken study will make a contribution to the literature by consistently demonstrating a relationship between male and female degree college teachers and the institution type to which they belong.
2. The undertaken study describes an insight in to what factors produce effectiveness of teachers in private degree colleges that have predicted effects on their professional commitment.

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