CHAPTER-V
SUMMARY

5.1 THEORETICAL FRAMEWORK

The edifice of every human society rests upon education. Education ensures effective transmission of knowledge, culture, values, capabilities and skills to new generations. It moulds the behaviour and personality attributes of children of every age level and prepares them to become well-adjusted and productive members of their social orders. All such goals are achieved through the work teachers do and the duties and responsibilities they discharge in educational institutions. To discharge their duties well, it is necessary for teachers to acquire professional competencies and commitment.

To describe a teacher as a professional does not simply mean that he/she has subject and pedagogical knowledge and is paid for sharing that knowledge with his students. Rather, a professional teacher is expected to exhibit professionalism in: personal characteristics, commitment to change, continuous improvement and thorough participation in educational activities beyond the confines of the classroom (Sockett, 1993; Tichenor and Tichenor, 2005). Thus, a teacher as a professional should have both professional competence (the skill to do) and professional commitment (the will to do).

Commitment refers to the core set of values or beliefs which a teacher holds. It is an attitude- a psychological frame of mind which motivates people to work towards certain goals. It is dedication, loyalty and engaging oneself to take up a responsibility. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs.

“A committed teacher reflects certain behavioural characteristics. For him professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, needs and situations”. (Simpson and Hood, 2000) Foundations of commitment are provided by professional ethics. It is professional ethics which provides principles for formulating the concepts of professional commitment.
Being committed to the profession includes taking pride in one’s profession, passion for teaching, drive for excellence, professional attitudes, faithfulness to the organization, integrity, ethics, being a good role model, positive regard for students and colleagues, self awareness, humility, dynamism, well rounded personality, optimism, patience for learning, motivation for self-improvement and desire for professional development.

N.C.T.E. while emphasizing the need for quality teacher education identified five commitment areas (Dave, 1998):

- Commitment to learner
- Commitment to society
- Commitment to profession
- Commitment to achieve excellence
- Commitment to basic values

Teacher’s commitment is closely connected to teacher’s personal values, his work performance, his ability to innovate, student achievement, absenteeism, retention, burnout and turnover. It is enhanced or diminished by factors such as student behaviour, parental demands, organizational climate and national education policies.

Teachers help in constructing a better world. They are expected to perform multiple tasks like enhancing students’ motivation, managing classroom, preparing lesson plans, presenting them and evaluating students’ work. So, teachers must have firm conviction and should believe in their capabilities.

Barfield and Burlingame (1974) defined efficacy as being derived from a personality that allows one to deal effectively with the world. Another of the earliest definitions of teacher self-efficacy was offered in a RAND study conducted by Armor et al. (1976) and Berman and McLaughlin (1977). Teacher self-efficacy was defined as the extent to which a teacher believes he or she has the capacity to affect students’ learning outcomes.

Bandura (1977) developed the theoretical foundation of self-efficacy. In his seminal work, ‘Self-efficacy: Toward a Unifying Theory of Behavioural Change’, Bandura defined self-efficacy as “beliefs in one’s capabilities to organize and execute the course of action required to produce given attainment.” In 1986, Bandura proposed ‘Social Cognitive Theory’ that emphasized the critical role of self-beliefs in human cognition, motivation and behaviour. According to him self-efficacy is based on two dimensions - ‘outcome expectancy’ and
‘efficacy expectancy.’ ‘Outcome expectancy’ implies that an individual estimates that a given behaviour will result in certain outcomes. ‘Efficacy expectancy’ refers to behaviours towards the expected outcomes (Bandura, 1977). Dembo and Gibson (1985) described self-efficacy as “the extent to which teachers believe they can affect student learning.” Friedman and Kass (2002) offered a new conceptualization of teacher self-efficacy based on a broader work spectrum comprising classroom and school organizational contexts.

Bandura theorized that people with high self-efficacy are more likely to take up difficult tasks as something of a challenge. Research suggests that stronger the self-efficacy individuals have, the higher the goals they set, the firmer is their commitment to them (Locke et al., 1984; Bandura and Wood, 1989). Challenging goals raise the level of motivation and performance success. (Loche and Latham, 1990). Self-efficacy, in fact, is a key motivational variable.

‘Motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behaviour’(Cole (2000)). It is motivation which arouses one to act, direct activities and make progress. A motivated person makes use of his cognitive, affective and conative abilities for the achievement of organizational goals. Motivation is of two types- intrinsic and extrinsic. When a teacher undertakes a task without any personal interest in mind, he is intrinsically motivated. Extrinsic motivation consists of external factors which energise a person to work harder.

Motivation has an important role to play in the job of teaching. The commitment in teachers is directly influenced by motivation. If the teacher is adequately motivated he will make efforts to make a success of whatever he is doing. Teacher motivation has an important effect on student achievement. Fullan (2002) found that motivation to teach leads to school effectiveness and learning quality in many ways. Teacher motivation is related to teachers’ attitude to work and his desire to participate in the pedagogical process. It is related to teachers’ interest in student discipline and classroom control. It has to do with teachers’ involvement or non-involvement in academic and non-academic activities. Pedagogic research has found that motivation, self-efficacy and value—expectancy are the most influencing factors on student’s academic performance (Bandura, 1997; Linnenbrink and Pintrich, 2002). Teacher motivation is affected by organizational climate, inter-personal relations, working conditions and personal factors.
Self-efficacy is directly related to professional commitment as found by Coladarci (1992) who concluded that greater teaching commitment tended to be expressed by those teachers who were higher in both general and personal efficacy. Joffres and Haughey (2001) in their qualitative study on decline of elementary teachers’ commitment concluded that when teachers experienced low self-efficacy their commitments shifted or declined. While academic qualification, subject matter knowledge, pedagogy and teaching skills are important factors in determining teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education. Self efficacy beliefs play a vital role in enhancing motivation and promoting learning and performance.

5.2 RATIONALE OF THE PROBLEM

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 professionally committed teachers. 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 of life. The investigator thought that an empirical study relating to professional commitment of teachers could be truly and practically meaningful if the professional commitment of teachers 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 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 that the earlier research studies in the field of education related only to the relatively minor aspects of professional commitment. No study was found aiming at discovering the facts regarding the state of professional commitment of secondary school teachers in this region of our country including the state of Punjab. Again, there have been only a few studies dealing with self-efficacy and motivation in the secondary school teachers. The studies also indicated that self efficacy had rarely been studied as an independent variable. There were no studies relating to the relation of self-efficacy with professional commitment, levels of teacher motivation and their impact on professional commitment of teachers. Conditions of self-efficacy and motivation tend to
remain in a state of flow and flux as developmental changes of all kinds go on taking place in all social and economic set-ups of modern societies. Hence, the need for such a study becomes all the more necessary.

This study is of immense importance for various other reasons. With the onset of the 21st century the society has undergone a drastic change with the fast changing technological growth and communication media. But at the same time over exposure to the media and westernization has led to decline and erosion of social, moral and intellectual values. This has resulted in juvenile delinquency and fall in academic performance. This situation has been further aggravated by declining teacher quality. At the ethical level this decline has been in the form of lack of sincerity, dedication and commitment at all educational levels. Teachers who are the pivot of all educational systems and operate as role models for their students have also been affected by this decline in commitment.

The Indian government to achieve the target of universalization of elementary education (UEE) has expanded educational facilities. The private sector has also entered the educational field in a big way and has led to mushroom growth of sub-standard institutions the so called ‘teaching shops’. The quantity has, no doubt, increased but at the cost of quality. Many factors are responsible for this dilution of quality. Lack of motivation and commitment among the teachers is also one of the factors resulting in decline of quality. Perhaps that is the reason that National Council for Teacher Education has emphasized that teacher commitment should be made an essential part of teacher education (NCTE, 1998).

Teachers’ beliefs in themselves, their capabilities, and their self-efficacy motivate them which ultimately shape students’ educational experiences. Self-efficacy is strongly linked to teaching and always depends on the efficacy beliefs of the teacher, hence the need to study the relationship between self-efficacy and professional commitment. Self-efficacy beliefs provide the foundation for human motivation, well being and personal accomplishment. However, the most unaddressed area of education system is teachers’ motivation. Much research is available on students’ motivation but a little on teachers’ motivation. Considering the whole scenario, the investigator found it necessary to explore the area of professional commitment and study it in relation to self efficacy and motivation.
5.3 STATEMENT OF THE PROBLEM

PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS OF PUNJAB IN RELATION TO SELF-EFFICACY AND MOTIVATION

5.4 OBJECTIVES OF THE STUDY

The present study attempts to achieve the following objectives:

1. To study and compare professional commitment of male and female secondary school teachers of Punjab.
2. To study and compare professional commitment of secondary school teachers on the basis of the location of the school.
3. To study and compare professional commitment of secondary school teachers with respect to the length of their teaching experience.
4. To study and compare self efficacy of male and female secondary school teachers of Punjab.
5. To study and compare self-efficacy of secondary school teachers on the basis of the location of the school.
6. To study and compare self-efficacy of secondary school teachers with respect to the length of their teaching experience.
7. To study and compare motivation of male and female secondary school teachers of Punjab.
8. To study and compare motivation of secondary school teachers on the basis of the location of the school.
9. To study and compare motivation of secondary school teachers with regard to the length of their teaching experience.
10. To study the relationship of professional commitment of secondary school teachers of Punjab with self-efficacy.
11. To study the relationship of professional commitment of secondary school teachers with motivation.
5.5 DELIMITATION OF THE STUDY

The present study was restricted only to government secondary school teachers of Punjab.

5.6 OPERATIONAL DEFINITIONS OF THE VARIABLES

Measurements demand the use of operational definitions. The variables used in the study have specific meanings. In order to avoid any ambiguity or difficulty in understanding them, they are defined here as follows:

1. **Professional Commitment**: Professional commitment means upholding one’s basic values, having love for one’s profession and commitment towards the learner and the society at large. It means whole heartedly carrying out of the activities relevant to the essential demands of the profession of teaching with an aim to achieve excellence in one’s profession as measured by Professional Commitment Scale for Teachers by Baljeet Kaur (2007).

2. **Self-efficacy**: Self-efficacy is the belief in one’s self and capabilities to accomplish a specific task and achieve certain goals. Self-efficacy of a teacher involves his job accomplishment, skill development, social interaction with students, parents and colleagues and coping with job stress as measured by Teacher Self-efficacy Scale by Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T. Daytner (1999).

3. **Motivation**: Motivation is a process to energize the employee to the work goal through a specific path. Motivation is both intrinsic and extrinsic. It is an inner urge to make consistent efforts to put up a successful performance in the class, actively participate in school administration, derive professional pleasure, maintain cordial relations with colleagues and parents, motivate students, develop personally and professionally and have enhanced motivation through external factors like organizational climate and working conditions as measured by ULNs Teacher Motivation Scale constructed by U. L. Narayan (1986) and standardized by Satya Rao (2008).

4. **Secondary School Teachers**: Secondary School Teachers are teachers teaching classes IX to XII.
5.7 SUMMARY OF THE REVIEW

While reviewing the related studies the investigator found that the variables commonly associated with professional commitment have been socio-economic background (Wadhawan, 1980); personal factors (Kang, 1982); occupational stress (Priyadarshani, 2004; Elitharp, 2006; Liu and Lin, 2008; Pai et al., 2012); teaching competency (Srivastava and Pratibha, 2009); and educational aspirations (Talawar and Kumar, 2010). Difference in commitment has been studied on the basis of gender, age, caste, residential background, marital status, educational qualification, teaching experience and kinds of schools (Goyal, 1980; Kang, 1982; Gupta and Rani, 1988; John, 1994; Sharma, 2001; and Shishupal, 2001; Kohli, 2005; Jhujj, 2008; Karakus and Battal, 2009; Sood and Anand, 2010; and Gupta and Jain, 2013). Professional commitment was not always found to be gender specific and mixed results were reported on the basis of location and teaching experience.

Most of the studies on self-efficacy have been conducted abroad and lately researchers have picked up this variable in India also. Generally, results have concluded high self-efficacy among teachers. Self-efficacy develops under good organizational climate (Lee et al., 1991); high self-efficacy is associated with innovation and good academic performance (Guskey, 1988). Self-efficacy has been studied on the basis of gender (Ghaith and Shaaban, 1999; Hodge, 2003; Liang and Shang-bao, 2005; Salami, 2007; Sibichen and Annaraja, 2010); on the basis of location (Russel Mckenzie, 2005; Sridhar and Badiei, 2008; Sridhar and Razavi, 2008; Suryanarayana et al., 2010; Guo et al., 2011). In cross border studies, it was found that experience was a significant predictor of self-efficacy (Malinen et al., 2013).

A few studies have directly studied the relationship between self-efficacy (Louis, 1998; Solomon, 2008; Egilni, 2010); some studies have examined the mediating effect of teacher efficacy (Ross and Gray, 2006; Chan et al., 2008). Research has reported that high self-efficacy leads to more commitment among teachers and therefore it is a predictor of commitment (Coladari, 1992; Joffres and Haughey, 2001; Ware and Kitsantas, 2007). Review of literature showed that motivation has been studied with organizational climate (Dixit, 1971; Coutts, 1997); job satisfaction (Das, 1988; Lee, 1996; Shaheen, 2005; Bakshi, 2012). A large number of studies have identified motivating and demotivating factors (Kukreti, 1990; Mittal, 1992); intrinsic factors (Bandura and Schunk, 1981; Hongyun et al., 2004); and extrinsic factors (Bruinsma and Jansen, 2010; Hildebrandt and Eom, 2011). It was
found that job satisfaction and motivation were positively correlated (Bishay, 1996); both extrinsic and intrinsic factors were positively correlated to professional commitment (Kwok Wai, 2006). However, negative correlation was found between motivation and commitment of library personnel (Tella et al., 2007). Researchers have reported multiple motivating factors for teachers’ professionalization with teachers of different ages being motivated by various incentives (Hildebrandt and Eom, 2011).

5.8 HYPOTHESES OF THE STUDY

For the present study the following hypotheses were formulated:

1. There is no significant difference between the professional commitment of male and female secondary school teachers of Punjab.
2. There is no significant difference between the professional commitment of rural and urban secondary school teachers.
3. There is a significant difference in the professional commitment of secondary school teachers on the basis of the length of their teaching experience.
4. There is no significant difference between the self-efficacy of male and female secondary school teachers of Punjab.
5. There is no significant difference between the self-efficacy of rural and urban secondary school teachers.
6. There is a significant difference in the self-efficacy of secondary school teachers on the basis of length of their teaching experience.
7. There is no significant difference between the motivation of male and female secondary school teachers of Punjab.
8. There is no significant difference between the motivation of rural and urban secondary school teachers.
9. There is a significant difference in the motivation of secondary school teachers on the basis of length of their teaching experience.
10. There is a significant relationship between professional commitment and self-efficacy of secondary school teachers of Punjab.
11. There is a significant relationship between professional commitment and motivation of secondary school teachers of Punjab.
12. Self-efficacy and motivation significantly predict the professional commitment of secondary school teachers of Punjab.
5.9 METHOD AND PROCEDURE

Descriptive Survey method was used for the study.

Research Tools

The following standardized tools were used:

1. Professional Commitment Scale for Teachers by Baljeet Kaur (2007)

Population and Sample of the Study

The population of the study (2010-11) was 30,604 (now = 31,893) secondary school teachers teaching in 3262 (now = 4862) government secondary schools in Punjab (Unified District Information System for Education, SSA-MIS Wing, Government of Punjab). A sample of 1000 government secondary school teachers from six districts of Punjab was drawn. The sample consisted of 397 male and 603 female teachers. 500 teachers were taken from rural schools and 500 were selected from urban schools. For securing a representative sample, the state was divided into four zones (Majha, Malwa, Doaba and Puadhi). Tarn Taran and Amritsar districts were selected out of Majha, Jalandhar out of Doaba area, Roopnagar out of Puadhi area and Mansa and Ferozepur out of Malwa region. The schools were randomly selected and all teachers from the selected schools were taken. Stratified random sampling technique was used. From a total of 3262 government secondary schools 160 schools were selected which constitute 4.90% of the total schools. From these schools all teachers teaching 9th to 12th classes were selected. 160 schools from 6 districts (total = 22) of Punjab were included in the sample.

Data Collection Procedure

The investigator personally visited the schools. After taking permission from the principals the teachers were asked to fill the questionnaires. The teachers were explained the nature and purpose of the test, they were motivated and assured that their answers would remain confidential. Instructions were given in simple language.
Statistical Treatment of Data

Both descriptive and inferential statistical techniques were used to analyse data. The following statistical techniques were used:

- Mean, S.D, t-test, ANOVA
- Karl Pearson Product Moment Correlation
- Regression Analysis

5.10 ANALYSIS AND INTERPRETATION OF DATA

The data collected was analysed according to the framed hypotheses. On the basis of the results obtained, the necessary interpretation was done.

Professional commitment with respect to gender, location and teaching experience

Gender difference was tested for professional commitment of secondary school teachers. In case of male teacher respondents the mean of the scores in professional commitment was 229.94 and in case of female respondents it was 233.69. The ‘t’ ratio in respect of the two means was 2.40 which is significant at .05 level of significance. It was concluded that female respondents had higher professional commitment as compared to male respondents. Hence, the first hypothesis that there is no difference in the professional commitment of male and female secondary school teachers of Punjab was rejected.

The possible explanation for this can be that women are more caring, service-minded and so more committed to the teaching profession than men. Area wise, significant difference between male and female teachers was found in the areas of commitment to profession and commitment to basic values. No significant difference on the basis of gender was found in the areas of commitment to learner, commitment to society and commitment to achieve excellence.

Next, professional commitment of teachers was studied on the basis of their schools’ location. In case of urban teacher respondents the mean was 230.36 and in case of rural teachers it was 234.04. The ‘t’ ratio was 2.41 which is significant at .05 level of significance. It was concluded that rural teacher respondents had higher professional commitment as compared to their urban counterparts. Hence, the second hypothesis that there is no difference in the professional commitment of urban and rural secondary school teachers of Punjab was rejected.
also rejected. Possibly this is so because in rural areas teachers are accorded high status which is morale-boosting. Moreover, rural area school teachers feel more involved and conscious of their performance as they are closely watched by the community around.

Location wise significant difference was found in the areas of commitment to society and commitment to achieve excellence. No significant difference was found between urban and rural teachers in the areas of commitment to learner, commitment to profession and commitment to basic values.

The next objective of the study was to find out difference in professional commitment of secondary school teachers on the basis of the length of their teaching experience. For analysis, the teachers were divided into three categories:-

- Less than 10 years of experience.
- 10 to 19 years of experience
- 20 years experience and above

The mean of the scores on professional commitment of teachers with experience of less than 10 years was 231.29; of teachers with experience of 10 to 19 years were 234.16 and for teachers with more than 20 years of experience was 230.19. Teacher respondents with teaching experience of 10 to 19 years showed high professional commitment in all its five areas. The difference among the three means in all the five areas was not found to be statistically significant.

The third hypothesis that there is a significant difference in the professional commitment of secondary school teachers on the basis of the length of their teaching experience was also rejected. Here, the results obtained were unexpected and indicated that the length of teaching experience does not operate as a positive factor in professional commitment.

Self-efficacy with respect to gender, location and teaching experience

The mean and SD of self-efficacy of male teachers was 34.09 and 5.58 and of female teachers was 34.04 and 5.63. The`t’ value for gender difference was 0.14 which is not significant. So no significant difference was found in self-efficacy between male and female secondary school teachers. The fourth hypothesis that there is no difference in self-efficacy of male and female secondary school teachers was accepted. One possible explanation of the said result is that both categories of respondents while teaching higher classes remain more or less equally concerned with their image and reputation as teachers. The high scores of self-
efficacy of both the categories reflect the conscientiousness of both regarding effective performance of teaching duties and responsibilities.

The mean and SD of self-efficacy of teachers teaching in urban schools was 33.86 and 5.96 and of teachers in rural schools was 34.26 and 5.24. The ‘t’ value for location difference was 1.12 which is not significant. It was concluded that there was no significant difference in self-efficacy between urban and rural secondary school teachers of Punjab. Hence, the fifth hypothesis that there is no difference in self-efficacy of urban and rural secondary school teachers was accepted. The possible reason for this is that the qualifications of both categories of respondents are more or less the same and their recruitment has been based on the same basic qualifications. Moreover, teachers teaching higher classes are more conscious of their image than those teaching junior classes.

Next, mean and SD scores of self-efficacy of teachers were computed on the basis of the length of their teaching experience. The mean and SD of self-efficacy of teachers having teaching experience of less than 10 years was 33.50 and 5.64; of teachers with teaching experience between 10 to 19 years was 34.47 and 5.56 and of teachers having teaching experience of more than 20 years was 34.35 and 5.57. F-value for teaching experience difference was 3.39 which is significant at .01 level of significance. Hence, it was concluded that there is a significant difference in self-efficacy of secondary school teachers of Punjab on the basis of the length of their teaching experience. So the hypothesis that there is a significant difference in self-efficacy of secondary school teachers on the basis of the length of their teaching experience was accepted.

**Teacher motivation with respect to gender, location and teaching experience**

In case of male respondents the mean of the scores on the said variable was 139.10 and in case of female respondents it was 139.96. The ‘t’ ratio was found to be 1.03 which is not significant. Therefore, it was concluded that there is no significant difference in the motivation of male and female teacher respondents. The seventh hypothesis that there is no difference in teacher motivation of male and female secondary school teachers was accepted. Dimension wise significant difference on the basis of gender was found in only two dimensions – interpersonal relations and personal factors.

One possible explanation of the said result can be that higher classes in school evoke higher motivation in all teachers irrespective of their gender difference. In these classes the
students become more career-conscious, the teachers become alert as they are held accountable. This situation keeps both categories of teachers more awakened with regard to the quality of their performance.

Another objective of the study was to find out difference in motivation of secondary school teachers on the basis of the location of their school. In case of urban respondents the mean of the scores was 138.03 and in case of rural respondents it was 141.20. The ‘t’ ratio was found to be 3.91 which is significant at .01 level of significance. This means that there is highly significant difference in the motivation of urban and rural teacher respondents. Hence, the hypothesis that there is no difference in teacher motivation of urban and rural secondary school teachers was rejected. Dimension-wise the results revealed significant difference in professional pleasure, inter-personal relations, student behaviour, working conditions, professional development and personal factors on the basis of schools’ location. No significant location difference was found in the dimensions of classroom teaching, school administration and climate factors.

The possible explanation for this result is that rural area teachers are more involved with their students. On the other hand, the commercial attitude of urban teachers does play some part in making them indifferent and less conscious of their duties.

On the basis of the respondents’ teaching experience the following results were obtained. In case of teachers with experience of less than 10 years the mean of the scores was 139.79; in case of teachers with experience of 10 to 19 years the mean of the scores was 139.68 and in case of teachers with experience of more than 20 years the mean was 139.16. No significant difference was found in the scores on the basis of teaching experience. Hence, the hypothesis that there is a significant difference in teacher motivation of secondary school teachers on the basis of the length of their teaching experience was rejected. The data shows that motivation is decreasing with the increase in teaching experience but not significantly. The evidence provided by research studies on the variable is conflicting. Studies have reported maximum motivation in the first category and also increase in motivation towards the end. Here, the possible reason for the said result can be the family factors and inbuilt factors of the system. Sometimes, the health of the teacher is to blame and at times complacency and lethargy play an adverse role. The decrease in motivation is comparable to the decrease in self-efficacy. As self-efficacy decreases, it decreases motivation also.
Dimension-wise the following conclusions were drawn:

- Teacher respondents with teaching experience of less than 10 years had high motivation on the dimensions of professional pleasure, student behaviour and professional development.
- Teacher respondents with teaching experience of 10-19 years had high motivation on the dimensions of classroom teaching, school administration, climatic factors, working conditions and personal factors.
- Teacher respondents with teaching experience of more than 20 years had high motivation only in inter-personal relations.

**Relationship between professional commitment and self-efficacy, professional commitment and motivation**

The next step was to study the relationship between professional commitment and self-efficacy of secondary school teachers of Punjab. Correlation co-efficients were computed between self-efficacy and each of the five areas of professional commitment. Analysis of data revealed highly significant relationship between the two variables. *So the hypothesis that there is a significant relationship between professional commitment and self-efficacy of secondary school teachers was accepted.*

Further, relationship between professional commitment and motivation was studied. Analysis of data indicated significant and highly significant correlation between the areas of professional commitment and dimensions of teacher motivation. *Hence, the hypothesis that there is a significant relationship between professional commitment and motivation of secondary school teachers was accepted.* The results indicated that professional commitment and teacher motivation go hand in hand. If teachers are professionally committed they are bound to be motivated and if they are motivated at the outset it will show in the form of commitment. The data indicated that commitment to the learner is very strong and will remain despite adverse climatic factors, working conditions and school administration.

**Predictors of professional commitment**

In the end step-wise regression analysis was done to find out whether the independent variables of self-efficacy and motivation predict professional commitment or not. The results indicated that the independent variables of self-efficacy and motivation were significant predictors of professional commitment. Relationship and prediction go hand in hand. Hence,
The last hypothesis that self-efficacy and motivation significantly predict professional commitment was retained.

5.11 FINDINGS AND DISCUSSION

The analysis of data pertaining to different hypotheses of the study resulted in the following findings:

Professional commitment with respect to gender, location and teaching experience

1. It was found that secondary school teachers of Punjab had moderate professional commitment.
2. Female secondary school teachers were found to have higher professional commitment than male school teachers.
3. Female teacher respondents were found to have higher commitment in the areas of commitment to profession and commitment to basic values. No significant gender difference was found in the remaining three areas–commitment to learner, commitment to society and commitment to achieve excellence.
4. It was found that rural area school teachers had more professional commitment as compared to urban area school teachers.
5. Rural area teacher respondents were found to have scored higher in two areas - commitment to society and commitment to achieve excellence. No significant difference was found in the areas–commitment to learner, commitment to profession and commitment to basic values.
6. No significant difference was found in professional commitment on the basis of length of teaching experience.
7. No significant difference was found in the areas of professional commitment on the basis of length of teaching experience.

The study undertaken reported moderate professional commitment among secondary school teachers of Punjab. Similar results were reported by Shishupal (2001); Kohli (2005); Maheshwari (2005) and Sood and Anand (2010). The present study found female teachers to be more committed than male teachers. These findings are in accordance with the findings of Wera (1982), Tapodhan (1991); Coladarci (1992); Singh and Billingsley (1998); Hung and Liu (1999), Joseph (2003) and Maheshwari (2005). However, the findings are at variance with the findings of Gupta and Rani (1988) and Sengupta (1990).
The study also reported that teachers teaching in rural area schools were more professionally committed than their urban counterparts. Previous researches by Gupta and Rani (1988) and Tapodhan (1991) have found more commitment in urban teachers. The present study found no difference in the professional commitment of teachers on the basis of the length of their teaching experience. This finding is not in compliance with the earlier finding by Goyal (1980); Gupta and Rani (1988); Rosenholtz and Simpson (1990); Day and Gu (2007); Karakus and Battal (2009) and Sood and Anand (2010).

**Self-efficacy with respect to gender, location and teaching experience**

8. No significant gender difference was found in the self-efficacy of school teachers.
9. No significant location difference was found in the self-efficacy of school teachers.
10. Significant difference was found in self-efficacy of secondary school teachers with respect to length of their teaching experience.
11. It was found that teachers having teaching experience of 10 to 19 years had higher self-efficacy as compared to teachers having less than 10 years of experience and teachers having more than 20 years of experience.

No difference was found in the self-efficacy of male and female school teachers in the present study. Similar conclusions have been drawn by Ghaith and Shaaban (1999); Selaledid (2008); Kumar and Papaiah (2013) and Nneji (2013). The present study reported no difference in self-efficacy of urban and rural secondary school teachers of Punjab. In the studies reviewed, the investigator did not come across any study where self-efficacy had been investigated on the basis of school’s location. The study undertaken also reported no difference in self-efficacy of teachers on the basis of their teaching experience. Similar results have been reported by Selaladid (2008); Sridhar and Badiei(2008); Guo et al. (2011) and Kumar and Papaiah (2012). The opposite results have been reported by Hodge (2003); Woolfolk Hoy and Burke-Spero (2005) and Tschannen-Moran and Woolfolk Hoy (2007).

**Teacher motivation with respect to gender, location and teaching experience**

12. No significant gender difference was found in teacher motivation of school teachers.
13. No significant gender difference was found in teacher motivation on the dimensions of classroom teaching, school administration, professional pleasure, climatic factors, student behaviour, working conditions and professional development.
14. Male teacher respondents were found to have higher motivation on the dimension of inter-personal relations and female teacher respondents were found to have higher motivation on the dimension of personal factors.

15. It was found that rural area school teachers had higher motivation as compared to urban area school teachers.

16. Rural area teacher respondents were found to have higher motivation on the dimensions of professional pleasure, inter-personal relations, student behaviour, professional development and personal factors. Urban area teacher respondents were found to have higher motivation only on the dimension of working conditions.

17. No significant difference was found in teacher motivation on the basis of length of teaching experience.

18. No significant difference was found in teacher motivation on the dimensions of classroom teaching, school administration, professional pleasure, climatic factors, inter-personal relations, student behaviour and personal factors.

19. Significant difference in teacher motivation was found only in dimensions of working conditions and professional development. Teacher respondents with teaching experience of 10-19 years scored higher on working conditions whereas teacher respondents with teaching experience of less than 10 years scored higher on professional development.

The present study reported no difference in teacher motivation of male and female secondary school teachers of Punjab. Similar conclusions have been drawn by Behari (1986), Das (1988); Ramachandran et al. (2005); Upadhaya (2006) and Sridevi and Javan (2010). The study undertaken reported significant difference in teacher motivation of urban and rural teacher respondents. Similar findings have been reported by Das (1988) and Mittal (1992).

**Relationship between professional commitment and self-efficacy, professional commitment and motivation**

20. Highly significant positive correlation was found between professional commitment and self-efficacy of secondary school teachers. Highly significant positive correlation was found between all the five areas of professional commitment and self-efficacy in totality of both categories of respondents.

21. Highly significant positive correlation was found between professional commitment and teacher motivation. High significant positive correlation was found between the
dimension of classroom teaching and all commitment areas; between the dimension of school administration and all commitment areas except school administration and commitment to learner; between professional pleasure and all commitment areas; between climatic factors and all commitment areas except with commitment to the learner; between inter-personal relations and all commitment areas except with commitment to the learner; between student behaviour and all commitment areas; between working conditions and commitment to society and commitment to achieve excellence; between professional development and all commitment areas; and between personal factors and all commitment areas. No significant correlation was found between the dimension of school administration and commitment to learner; climatic factors and commitment to learner; inter-personal relations and commitment to learner; working conditions and commitment to learner, profession and basic values.

The present study found a significant relationship between professional commitment and self-efficacy. The results are in accordance with those of Solomon (2008) and Eginli (2010). The study also found a significant relationship between professional commitment and motivation. This finding is supported by the findings of Sederberg and Clark (1990); Shaari et al. (2002); Chuan (2004) and Kwok-Wai (2006).

**Predictors of professional commitment**

22. Self-efficacy and motivation were found to be highly significant predictors of professional commitment.

In the end the study concluded that self-efficacy and motivation significantly predict professional commitment. This finding is in accordance with the findings made by Coladarci (1992); Joffres and Haughey (2001) and Ware and Kitsantas (2007).

**5.12 EDUCATIONAL IMPLICATIONS OF THE STUDY**

The following are in the spirit of suggestions the educational implications of the findings of the study:

- On the basis of analysis it needs to be specifically pointed out that professional commitment of teachers is not at a happy level. It, indeed, depicts a sorry state of affairs. All those who are concerned with school education need to take notice of this fact seriously and honestly introspect and reflect over whatever needs to be done in this direction. Teacher commitment is not merely an individual issue but is also connected
overall to the education system and the society. Therefore, a comprehensive policy with a futuristic vision is needed for the teachers.

- Discretion, autonomy, participation in decision-making, frequent and helpful feedback and encouragement from administrators and colleagues would go a long way in enhancing their professional commitment.

- On the basis of the findings of the study relating to professional commitment it can be urged that male teachers need to be more conscious about the need of enhancing their commitment to the profession and commitment to basic values. However, all teachers irrespective of their gender and position as teachers in educational institutions need to follow the programmes that may be designed for professional improvement. Teachers must introspect seriously from time to time over their efforts for self-improvement and must also think of all those measures that can possibly be taken for the enhancement of professional commitment. Complacency in the field of education is fatal to the development of professional commitment.

- Teacher education is a very important factor in maintaining and reinforcing commitment among teachers. So improvement in teacher education programmes needs to be done to inculcate sense of devotion and duty among would-be teachers.

**On the basis of the results of self-efficacy, it can be implied that:**

- During the recruitment of teachers self-efficacy must be assessed as a valuable input into the selection decision.

- Self-efficacy of both male and female secondary school teachers needs to be enhanced by building up their self-esteem and boosting their confidence.

- The educational planners, policy makers and administrators need to look after and nourish the beliefs and convictions of the teachers.

- It is important for the administrators to take care of the personal problems of the teachers and see that they develop good and active inter-personal relations.

- The administrators must ensure good organizational climate and conducive working conditions for work. They should strive towards providing a clean and efficient administration.

- It is important to develop instructional self-efficacy, disciplinary self-efficacy, efficacy for optimum utilisation of school recourses, efficacy in decision-making and ultimately creating a positive school climate.
Teacher education programmes both pre-service and in-service must be redesigned and enriched accordingly. These programmes can empower teachers with high self-efficacy beliefs and self-regulation of learning.

**On the basis of the results of motivation, it can be implied that:**

- The educational authorities and policy framers need to identify and target the motivating and demotivating factors.
- The school management and authorities need to increase motivation through external motivators like good socio-economic status, rewards and recognition and career advancement opportunities.
- Non-monetary forms of support can be provided to increase teachers’ motivation e.g. food or housing allowances, improved working conditions, classroom size, and teaching-learning materials.
- Initiatives and forms of support to encourage community support of teachers can be considered.
- Enriched in-service teacher education programmes can help in enhancing intrinsic motivation of teachers.

**5.13 SUGGESTIONS FOR FURTHER RESEARCH**

The investigator humbly submits the following suggestions for further research:

1. The professional commitment of college and university teachers needs to be investigated using rigorous research standards.
2. In almost all states of India there are government as well as private schools. Taking due note of this reality it is suggested that comparative research studies involving private school teachers and government schools teachers need to be undertaken with respect to their professional commitment, self-efficacy and attitude towards their vocation.
3. Professional commitment needs to be studied with respect to such variables as age, qualification and marital status of teachers.
4. Professional commitment needs to be investigated with respect to the subjects teachers teach.
5. Studies need to be undertaken with regard to the social factors bearing upon self-efficacy of teachers.
6. Investigations also need to be undertaken to explore the relationship between personality traits of teachers and their levels of professional commitment.

7. Last, but not the least, professional commitment of teachers needs to be studied on a comparative basis across different countries.