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

ABSTRACT

1. The research undertaken attempted to study and compare professional commitment, self-efficacy and motivation of secondary school teachers of Punjab with respect to gender, location of school and length of teaching experience. It also studied the relationship of professional commitment with self efficacy, professional commitment with motivation and to predict professional commitment on the basis of self-efficacy and motivation. The study was descriptive in nature and a sample of 1000 government secondary school teachers from six districts of Punjab was drawn.

Secondary school teachers of Punjab were found to have moderate professional commitment. Female teachers had more professional commitment as compared to male teachers; teachers teaching in rural area schools had more commitment as compared to teachers of urban area schools and no significant difference was found on the basis of length of teaching experience. No significant difference was found in self-efficacy of teachers with respect to their gender and location of the school. Significant difference was found in self-efficacy with respect to the length of their teaching experience. No significant difference was found in the motivation of male and female school teachers. But it was found that teachers teaching in rural area schools had higher motivation as compared to their counterparts in urban areas. No significant difference was found in teacher motivation on the basis of length of teaching experience. Highly significant positive correlation was found between professional commitment and self-efficacy;
between professional commitment and motivation. Self-efficacy and motivation were found to be highly significant predictors of professional commitment.

The study concluded that discretion, autonomy, participation in decision-making, frequent and helpful feedback and encouragement from administrators and colleagues could enhance professional commitment and that teacher education was an important factor in maintaining and reinforcing commitment among teachers.