CHAPTER-I

THEORETICAL FRAMEWORK

Education is the foundation of all the essential ingredients and run-ups of civilized societies. The edifice of every human society rests upon education. It is education that ensures effective transmission of knowledge, culture, values, capabilities and skills to new generations. Education moulds the behavioural and personality attributes of children and prepares them to become well adjusted, productive and meaningful members of their social orders. Thus, education paves the way for enlightenment and empowerment. These goals are achieved through the work teachers do and the duties and responsibilities they discharge in educational institutions. Teachers are the repository of human values and are expected to equip and enrich themselves with knowledge, abilities, capabilities and skills handsomely required for doing justice to the problems of their students. To discharge their responsibilities, they have to be competent, dedicated and committed. Dave (1998) goes all out to emphasize, “If teachers acquire professional competencies and commitments and if they are enabled and empowered to perform their multiple tasks in the classrooms, schools and community in a genuinely professional manner, then a chain reaction can begin starting a sound teacher performance and culminating into high quality learning among students in cognitive, affective and psychomotor areas of human development”.

1.1 PROFESSION

Profession is a sphere of work demanding specialized knowledge, specialized capabilities and specialized skills and a wholesome outlook on human existence on Earth. All this, obviously, requires a long period of acquiring knowledge and competency based training on the part of its students.

Cambridge International Dictionary of English (1995) defines profession “as any type of work which needs a special training or a particular skill, often one which is respected because it involves a high level of education”.

Larson (1977) mentions two principal dimensions of profession, namely, cognitive dimension and normative dimension. The cognitive dimension is centered around the body of knowledge and techniques which professionals have to apply to their work and on the training necessary to master such knowledge and skills. The normative dimension covers the
service orientation of professionals and the distinctive principles of ethics which justify the privilege of self-regulation granted to them by the society.

The American National Education Association, Division of Field Services, Washington (1966) suggested eight criteria of a profession:-

- A profession involves activities that are essentially intellectual
- Commands a body of specialized knowledge
- Requires extended professional preparation
- Demands continuous in-service growth
- Affords a life career and permanent membership
- Sets up its own standards
- Exults service above personal gain
- Has strong, closely knit professional organization.

“A profession requires a deep commitment by all members that goes beyond a desire for pecuniary gain and that requires the adoption of specific values” (Weick and Mc Daniel, 1989).

“Profession is a special type of occupation, one whose members exhibit high levels of such characteristics as expertise, autonomy, a belief in the regulation of the profession by its members” (Kerr, 2005).

“Profession refers to a set of characteristics that can vary from one occupation to another, that is, high involvement, feeling of identity, autonomy and high adherence to objectives and professional values” (Llapa et al., 2008).

The following components of a profession can be deduced from its various definitions:

- **Skill based on theoretical knowledge** - Professionals are assumed to have extensive theoretical knowledge (e.g. medicine, engineering, law) and to possess skills based on that knowledge that they are able to apply in practice.
- **Extensive period of education** - Most of the professions require at least three years or more of education at the university level.
- **Institutional training** - In addition to examinations, there is also a requirement of institutionalised training where aspiring professionals acquire practical experience as a trainee before being recognized as a full member of a professional body.

- **A concern for client welfare** - Professionals incur a special obligation towards their clients. The professional will do his best to serve the client’s interest and welfare, using standards of practice that are based on the application of specialized knowledge to the unique circumstances of the client.

- **Work Autonomy** - Professionals enjoy substantial freedom to practise their skills within guidelines established by their profession and without interference by the general public.

- **Professional Associations** - Professions usually have professional bodies intended to regulate affairs and enhance their status.

- **Code of ethics** - Professional bodies usually have codes of conduct or ethics for their members and disciplinary procedures for those who infringe the rules.

- **Professional development** - It is mandatory for professionals to undergo in-service training so as to periodically update themselves and grow in their profession.

- **High status and rewards** - The most successful professions achieve high status, public prestige and rewards for their members.

Professionals are highly committed to performing excellent jobs for their clients. Collins (1991) categorically holds that “professionalism is a combination of serious commitment to the task at hand, competence and a measure of self-directedness with the high concern for exclusive self interest”. Therefore, the characteristics of a professional are deep involvement with the work and high degree of competence and commitment.

Biswal (2006) has given the criteria of a profession and a professional in greater detail as under:

- When the occupation becomes a full time job and a main source of income
- A professional is committed to the profession for the whole life
- A professional has acquired special knowledge and skills
- A professional serves for the welfare of his client
- The profession is aimed at the service of people and a professional uses his knowledge for the satisfaction of his client
- The client and the professional have faith in each other
1.1.1 Teaching as a Profession

Good (1973) defines professionalism in teaching as “the concern with the vocation of teaching so that it may increasingly become and be known as a profession rather than a craft; this involves among other things, distinctive expertness and high competence resulting from theoretical study and knowledge as well as practice mastery of pedagogical techniques.”

Teaching arrived late to be classified as a modern profession. As an occupation, teaching is as ancient as law or medicine. But as a profession its emergence was delayed due to its close association with priesthood or religion. The forces which transformed it into a profession were the advent of science, liberation from traditional values of religion and the formal system of education introduced by the British.

The process by which a profession elevates from a trade or occupation is often termed professionalization and has been described as one “starting with the establishment of the activity as a full-time occupation, progressing through the establishment of training schools and university links, the formation of a professional organization and the struggle to gain legal support for exclusion, and culminating with the formation of a formal code of ethics.” (Roberts and Dietrich, 1999).

Teaching is a profession in the sense that it is a form of public service which requires expert knowledge and specialized skills maintained through continuous and rigorous study and calls for a sense of personal and corporate responsibility for education and welfare of public in their charge.

In a policy paper on the quality of teachers by the Association for Teacher Education in Europe (ATEE, 2006) teaching is seen as “a profession that entails reflective thinking, continuing professional development, autonomy, responsibility, creativity, research and
personal judgements. Indicators that identify the quality of teachers should reflect these values and attributes.”

Teaching profession is now recognised as the true mother of all other professions. There is a clear understanding and recognition of the existing reality that cognitive, affective and conative attributes are developed by students at various levels of education under the enlightened guidance of their teachers immensely contribute to their creativity and success in different professional domains.

Rao and Vekataramana (1988) have pointed out that “the professional impact of a teacher does not end merely with the ‘examination passed’ by the student…….. his influence is reflected in minds sharpened, personalities shaped and characters moulded or not moulded.”

The strength of any profession depends upon the degree of commitment of its members. Teaching is no exception. Commitment is a natural ingredient of teaching. The preceeding paragraphs explicitly adumbrate the need of commitment to teaching on the part of teachers.

1.1.2 Commitment

“The achievement of your goal is assured the moment you commit yourself to it”

-Mack R.Douglas.

Teachers form the nucleus of any system of education. Their impact on students is subtle and long lasting. It is, therefore, necessary that they should be committed and devoted to what they do. According to former President of India, APJ Abdul Kalam (2002), “Total commitment is a crucial quality for those who want to reach the very top of their profession. Total commitment is a common denominator among all successful men and women; total commitment is total involvement, much more than merely working hard”.

Commitment is a loyalty to a course of action, a categorical pledging, a clear cut determination to do one’s utmost to achieve one’s goals. Dictionary of Sociology (1970) defines commitment as “a feeling of obligation to follow a particular course of action or to seek a particular goal.” Longman’s Dictionary of Contemporary English (2009) gives the meaning of commitment as:

➢ A promise to do something or behave in a particular way.
➢ The hard work and loyalty that someone gives to an organization/ activity.
➢ Something that you have previously arranged to do at a certain time and that prevents you from doing anything else at that time.

Over the years, scholars have defined commitment and measured it in many different ways.

“Commitment is the process through which individual interests become attached to the carrying out of socially organized patterns of behaviour.” (Kanter, 1968). He identified three aspects of commitment. Cathectic commitment was defined as attachment to social relationships. Control commitment was attributed as commitment to norms, values and inner convictions. Continuance commitment was explained as commitment to social roles/position.

Buchanan (1974) viewed commitment as “a partisan, affective attachment to the goals and values of an organization, to one’s role in relation to goals and values, and to the organization for its own sake, apart from its instrumental worth”. “Commitment is congruence between one’s real and ideal jobs, an identification with one’s chosen occupation, of reluctance to seek alternative employment” (Koch and Steers, 1976).

Salancik (1977) pointed out that the concept of commitment is attitudinal in nature. It reflects how much closeness an individual feels with his organization. Nias (1981) opines “Commitment is a term teachers frequently use in describing themselves and each other. It is a word they use to distinguish those who are ‘caring’, ‘dedicated’ and who ‘take the job seriously’ from those who put their own interests first”. “Commitment embodies a sense of being bound emotionally or intellectually to some course of action, which may include a person’s relationship with another individual, group or organization” (Huntington et al., 1986). It is dedication to a cause or principle, sincerity and steadfast fixity of purpose.

“Commitment is a part of teacher’s affective or emotional reaction to their experience in a school setting. It can be seen to be a part of a learned behaviour or attitude associated with the professional behaviour of teachers. From these affective reactions to the school setting teachers make decisions about their level of willingness to personally invest in that particular setting, or particular group of students” (Ebmeier and Nicklaus, 1999). The lack of consensus regarding the concept of commitment has contributed to it being looked at from different dimensions. But even if multiple dimensions exist there is a core essence which characterizes it. “Commitment is defined as a cognitive predisposition towards a particular
focus, in so far as this focus has the potential to satisfy needs, realize values and achieve goals” (Roodt, 2004).

Commitment is a multi-dimensional concept. Social scientists, educationists and researchers from time to time have come out with various dimensions of commitment. Kanter (1968) identified three dimensions of commitment- continuance commitment, cohesive commitment and control commitment. Continuance commitment means becoming and remaining a member of an organisation. Cohesion commitment is to feel affective ties to one’s group and to its members. Control commitment is evaluation, the moral rightness of group norms, its way of doing things, the authority structure, its goals and means for their achievement. Kanter reformulated these into-

a) Cognitive Continuance Commitment: as commitment to social roles or positions with no affectivity or evaluation attached to the role.

b) Cathetic-Cohesion Commitment: as attachment to social relationships, without any moral imperatives attached to it.

c) Evaluative Control Commitment: as commitment to norms, values and inner conviction, which morally obligate the individual.

Organizational commitment is defined by Mowday, Porter and Steers (1982) as having three facets:

- Identification with the values and goals of the organization
- Willingness to exert effort on behalf of the organization
- Commitment to stay in the organization.

Commitment is a broad concept. It straightaway applies to all professional areas of life. It is possible for a professional to get dissatisfied with some aspect of his profession. But the dissatisfaction can be gradually removed by adopting more and more rational orientations towards the totality of the professional load. This reality needs to be kept in mind by all teachers fully understanding that they are engaged in the noblest profession of life.

1.1.3 Professional Commitment

In the context of the teaching profession, the importance of teacher commitment has been highlighted by Dave (1988), “Teacher effectiveness is not automatically insured by professional competencies and practical skills only. One of the reasons of the phenomenon is
that the actual performance of trained teacher in the classroom or school in a consistent manner is equally dependent, if not more, on their commitment to perform well. It is this commitment component that plays a decisive role”. Commitment is an indispensable component of all professions, and more so, of the teaching profession.

The profession of teaching is unique in a number of ways. Its very nature involves a complex and rich combination of working relation with not only the organization but with a number of other stakeholders, including the parents, students and colleagues. Commitment is part of a teacher’s affective or emotional reaction to their experience in a school setting. It is a part of a learned behaviour of a teacher. Teachers make conscious and subconscious decisions about their level of willingness from these affective reactions.

Vandenberg and Scarpello (1994) define professional commitment as a “person’s belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation”. Professional commitment refers to the strength of motivation to work in a chosen career role and to the attachment an individual has to his/her profession. Professional commitment is characterised by “client orientation, loyalty, professional autonomy, conformity to professional standards and ethics.” (Somech and Bogler, 2002) From the above definitions it can be deduced that professional commitment includes feelings of involvement, loyalty and bonding to the profession.

Simpson and Hood (2000) defined commitment in the context of the teaching profession. According to them, “a committed teacher reflects certain behavioural characteristics. He shows that 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”. Foundations of commitment are provided by professional ethics. It is professional ethics which provides principles for formulating the concepts of professional commitment. Teacher’s commitment is closely connected to teacher’s personal values, his work performance, his ability to innovate, student achievement, absenteeism, retention, burnout and turn over. Teacher’s commitment may be enhanced or diminished by factors such as student behaviour, parental demands, organizational climate and national education policies.

In the ancient times, teachers were highly committed to their profession. They were ready to sacrifice their time, energy and resources in educating students. In the present times,
there has been a sharp decline of values and consequently, majority of teachers are found lacking in professional commitment.

Every teacher, at whatever level he teaches, needs to have a professional philosophy to start with. His professional philosophy enables him to understand his role better in the teaching learning process, to relate what contribution education can make to the society. Further, his professional philosophy enables him to build up a faith in the following: respect for his pupil’s personality, democratic methods and techniques of teaching, pride in his work and dignity of his profession.

In one of recent studies, Skidmore (2007) defined professionally commited teachers as those teachers who are: a) dedicated to developing themselves professionally by seeking advanced degrees and standards-based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse, and engagement in action research; c) advancing the teaching profession through the creation of professional learning communities and teachers’ contributions to leadership positions.

Professional commitment of teachers is viewed as a multi-dimensional construct:

Firestone and Rosenblum (1988) identified the dimensions as:

- Teachers’ commitment to their work
- Teachers’ commitment to their school
- Teachers’ commitment to their students.

Billingsley (1993) suggested the domains of commitment as:

- Commitment to school
- Commitment to district
- Commitment to teaching field
- Commitment to teaching profession.

Tyree (1996) in a study of primary school teachers reported four dimensions of commitment:

- Commitment as caring
- Commitment as occupational competence
- Commitment as identity
- Commitment as career-continuance.
Crosswell and Elliott (2004) identified six conceptions of teacher commitment:

- Teacher commitment as a passion
- Teacher commitment as an investment of time outside of contact hours with students
- Teacher commitment as a focus on the individual needs of the students
- Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs
- Teacher commitment as maintaining professional knowledge
- Teacher commitment as engagement with the school community.

Maheshwari (2005) in her research on professional commitment of teachers identified six dimensions:

- Commitment to learner
- Commitment to society
- Commitment to institution
- Commitment to work
- Commitment to achieving excellence
- Commitment to human values.

Ross and Gray (2006) in their research identified three dimensions.

- Commitment to school mission
- Commitment to school-community partnerships
- Commitment to school as a learning community.

The dimensions of professional commitment sometimes overlap each other, become inter-connected and influence each other.

In a nutshell, being committed to the profession includes 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 and motivation for self improvement and desire for professional development. Professionalism demands that teachers should be innovative in their attitudes, flexible in their approach, inquisitive and reflective in their mind, always refreshing themselves with new knowledge, recognising the value and potential of the learner and providing an enriched learning environment.
1.1.4 Factors Affecting Teacher Commitment

Teacher commitment does not remain confined to what the teacher has within himself. It is affected by numerous factors- both positive and negative. Therefore, much research on teacher commitment has focused on identifying factors which affect their commitment directly or indirectly.

Rosenholtz (1989) suggested two workplace factors that shape teacher commitment- psychic rewards and task autonomy. When teachers get positive feedback they are their psychic rewards. When teachers are given more autonomy and discretion to exercise judgement and choice, they become more aware of themselves as causal agents in their own performance. Professional independence bolsters motivation, responsibility and commitment.

Firestone and Pennel (1993) in their research assessed how differential incentive policies affect teacher commitment. They identified seven key workplace conditions that influence teacher commitment: job design characteristics, feedback, autonomy, participation, collaboration, learning opportunities and resources.

Raju and Srivastava (1994) studied five factors that influence commitment: work related personality factors, perceived characteristics of the profession, satisfaction with choice of profession, professional satisfaction and importance and desire of skill improvement.

Elliott and Crosswell (2001) identified the following categories of factors which could sustain or diminish commitment (as shown in Table 1.1):

- Personal
- School related
- System related
- Professional.
Table 1.1
Factors Affecting Commitment.

<table>
<thead>
<tr>
<th>CONTEXT OF FACTORS</th>
<th>IDENTIFIED FACTORS THAT SUSTAIN COMMITMENT</th>
<th>IDENTIFIED FACTORS THAT DIMINISH COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL CONTEXT</td>
<td>Factors revolved around reinforcing personal and professional identity and the importance of being involved in education.</td>
<td>Factors revolved around personal crises or a consequence of a particular life-stage.</td>
</tr>
<tr>
<td>SCHOOL CONTEXT</td>
<td>Factors revolved around positive working relationships and the perception of control and ownership felt by the teacher.</td>
<td>Factors spread between class sizes, resources, negative work relationships, lack of professional support from peers and school leaders.</td>
</tr>
<tr>
<td>SYSTEM CONTEXT</td>
<td>Factors such as positive reforms, having control and influence over the reform process and being supported in requests for transfers.</td>
<td>The current reform agenda. Specifically, the amount and pace of change and the lack of support for teachers to adapt to these changes.</td>
</tr>
<tr>
<td>PROFESSIONAL</td>
<td>Factors revolved around the teacher being proactive about the responsible for their own professional development.</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Elliot and Crosswell, 2001)

It was concluded that personal and professional factors could be combined and taken as one. It was also found that system context factors most led to diminishing teacher commitment.

Joffres and Haughey (2001) also listed a number of factors influencing commitment. They concluded that low feelings of efficacy and low feelings of commitment directly led to declining commitment. The teachers’ low feelings of efficacy were fostered by a combination of factors which included their inability to influence student learning, fulfil their internal sense of mission, meet their own professional standard, boredom, unfulfilled expectations, failure to influence school decisions and specific leadership characteristics.

Day, Elliott and Kington (2005) conducted a qualitative study on a group of Australian and English teachers and concluded that personal and school context factors were
most significant in sustaining teacher commitment while system context factors were most significant in diminishing teacher commitment.

Chung et al. (2007) classified influential factors into individual and environmental factors. The six individual factors affecting teacher commitment include:

1. Enthusiasm for teaching
2. Humanity of the teacher
3. Confidence in teaching and teaching course
4. Teaching experience
5. Family and physical factors
6. A role model.

The seven environmental factors include:

1. School administration
2. Interpersonal factors
3. Performance of duties
4. Development of expertise or learning opportunities
5. Successful experience
6. Promotion system and incentives
7. Socio economic background of the student.

Hamzah et al. (2008) identified eight factors which influence trainee teachers’ work commitment. They were: work load, work satisfaction, study opportunities, teachers’ prospects, marital status, teaching practices, lesson planning and specialization in religious studies.

Nammi and Nezhad (2009) found that autonomy, cohesion, trust, pressure, support, recognition, fairness and innovation (eight dimensions of psychological climate) had a strong influence on commitment, commitment to teaching work, commitment to teaching occupation and commitment to work group.

Like all other commitments in human life, teacher commitment is liable to be influenced positively or negatively. Several factors can be mentioned in this connection. If a
teacher has a positive concept about himself, he may find that this attitude towards the self is an asset in developing and strengthening teacher commitment. Conversely, his teaching commitment would be adversely affected if he happens to have a negative self concept. Likewise, it can be truly asserted that good mental health is an essential factor in developing wholesome teacher commitment. A tension ridden teacher tends to become neurotic. This kind of psychic state cannot but have an adverse effect on the health of teacher commitment. If society as a whole is conscious of the need for proper education for their children and handsomely cares for the teaching profession, it would be doing its duty to help teachers in developing a wholesome level of professional commitment. Among other factors which influence teacher commitment, the factor of organizational climate has unique significance. Educational institutions with right kind of organizational climate vibrate sweet for the development and enhancement of teacher commitment. Ultimately, love for teaching goes with the thinking of teachers. There are many teachers who keep their commitment intact even when environmental conditions have little satisfactory meaning for them.

It is commitment component that plays a decisive role in effective teacher education. Many educational thinkers and writers have stated different qualities and effective teachers are those who are both competent as well as committed professional practitioners. Hence, development of professional commitment among teachers should be an integral part of pre-service and in-service teacher education.

1.1.5 Teacher Commitment Areas Given By N.C.T.E.

National Council for Teacher Education (N.C.T.E.) emphasised the need for quality teacher education in terms of competency based and commitment oriented teacher education. In this process N.C.T.E. identified five commitment areas (Dave, 1998):

Areas of Teacher Commitment

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

Commitment to the learner: The entire educational process revolves around the learner. Today the emphasis is on learner-centered education. The existence of a teacher depends upon his ability to make learning a joyful and rewarding experience for the learners.
Commitment to the learner involves teacher’s genuine love and affection for children, tolerance towards their mistakes, helping the students inside and outside the classroom, being accessible to the emotional development, concern for their empowerment and care for the development of quality of life among children. This commitment towards the students is as unique whole individuals rather than as empty vessels to be filled with information. This form of commitment may motivate teachers to deal with students undergoing personal crises, and to be aware of adolescent development. Teachers who care about their students spend time on extracurricular activities, working with counsellors helps them to understand how to better motivate and support them.

Commitment to the society: Teachers are responsible to the community as they indirectly serve the community through their learners. Commitment implies rendering services to the local community faithfully and conscientiously in the light of an objective understanding of its needs and problems. The teachers can serve the society in various ways. They can strive to establish open, cordial and respectful relations with parents; encourage parents to be actively involved in the education and welfare of their children and refrain from doing anything which may undermine students’ confidence in their parents. Special attention can be paid to the backward sections of the society. Their enhanced knowledge, skills and attitudes will lead to increased productivity to improve the quality of life of the whole community. The adults can be encouraged to join adult education and non-formal education classes while all children of school going age can be enrolled in primary schools or non formal education (NFE) classes so as to help them to get educated to contribute their share in improving the quality of their life as also that of the community.

Teachers who are committed can prove themselves to be true friends, philosophers and guides of the community they serve. They can act within the community in the manner which enhances the prestige of the profession, support policies and programmes which promote equality of opportunity for all and work actively to strengthen national integration and spirit of brotherhood. They can motivate the community members to participate in welfare projects of the government. They can mobilize the community for raising resources for the school in terms of physical facilities or for encouraging, monitoring and optimizing the learning of pupils. This kind of commitment is equally important for the teacher educators as they are role models for the teacher trainees.
Commitment to the profession: Commitment to the profession is generally the degree to which one has a positive and affective attachment to one’s work (Firestone and Rosenblum, 1988; Coladarci, 1992). Commitment to the profession involves liking for one’s profession and acceptance of pressures and aspirations connected with it. Committed teachers will always be concerned about the all-round development of the children. For this, they must work hard for their professional growth. They must continue to update and refresh themselves in their subject by participating in programmes of professional growth like seminars, symposium, workshops, and conferences.

Teachers should also extend cooperation to fellow teachers, must refrain from making malicious statements about colleagues or school systems, refrain from disclosing confidential sensitive information about colleagues, co-operate with the head and help junior colleagues in all possible ways. Teachers’ outlook must be progressive. They should always be ready to accept and utilize new ideas. They should have love for innovation and research. They must advance the interest of the teaching profession through responsible ethical practices.

This area of commitment deserves to be made an integral part of teacher education, as without inculcating such commitment in the teachers, they may not be able to understand the nobility of the profession and their role therein.

Commitment to achieve excellence: Committed teachers always aim to achieve excellent performance in whatever they do whether it is acquisition of knowledge or transmission of knowledge. They wish to attain excellence in their entire teaching-learning process by becoming better and better teachers. Teachers who always remain students and continue to grow and develop professionally reach the levels of professional excellence. Professional excellence demands reflective orientation towards the ways of discharging his/her responsibilities as a general teacher and as a teacher educator. Motivated teachers give true evidence of their commitment to their profession. Teacher educators are therefore required to inculcate love for the teaching profession in pupil teachers during the pre-service and in-service teacher education programmes.

Commitment to basic values: Teachers should be the major agents in the transformation of value system. One of the aims of education is to inculcate moral, social, cultural and spiritual values among children. Teachers can help students imbibe these values through formal teaching as well as through co-curricular activities. This commitment area becomes all the
more important today as the present day world is undergoing a crises of values. The basic and common values of life provide the human beings direction and guidance. Values like honesty, co-operation, love, truth, objectivity, regularity, and punctuality should be reflected in the personalivities of the teachers. The teachers should act as role models for the students who will unconsciously and gradually adopt these values as an integral part of their personality. Teacher education programmes should lay emphasis on value building through their curriculum.

The teachers’ competencies and commitments taken together in an interactive manner would ensure better performance for teachers and effective learning for students. This would also lead to better relations with parents, community and society as a whole. Such a scenario would lead to the progress and development of the nation as a whole.

1.2 SELF-EFFICACY

“They are able who think they are able.”

-Virgil

Self-efficacy is a firm belief in one’s capability to execute a specific task or to attain certain objectives. It is conviction of the self, ability that one can persevere and attain goals despite formidable difficulties. This kind of belief is gradually acquired and developed by the individual adopting constructive orientations of thought and actions relating to the problems of life.

Rotter (1966) and Bandura (1977) were instrumental in developing the concept of self-efficacy. Individuals develop general expectancies about what determines whether or not their own behaviour gets reinforced in life (Rotter, 1966). 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. The first item, “When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment”, was an external locus of control orientation. The second item, “If I try hard enough I can get through to even the most difficult or unmotivated students”
measured the internal locus of control orientation. Both the RAND studies indicated that teacher efficacy has a positive effect on achievement and other school conditions.

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. He defended the idea that our beliefs in our abilities powerfully affect our behaviour, motivation and ultimately our success or failure. Bandura’s expectations of efficacy are originated from four sources of information. These sources are:

- Mastery experience which is that success raises self-efficacy, failure lowers it.
- Vicarious experience which works when a person is unsure of himself. If he sees them with the same ability succeeding his self-efficacy will increase and vice versa. While vicarious experiences are usually weaker than direct experiences, they are further strengthened by deliberate strategies which encourage the observer to self-reflect on their personal beliefs about competence and capability in similar situations.
- Social persuasions mean encouragements or discouragements. Positive persuasions increase self-efficacy, negative persuasions decrease it.
- Physiological factors in which the self-efficacy of a person changes according to his belief in the implications of their physiological response. Emotional and physiological arousal impairs or enhances self-efficacy beliefs, and thereby influences subsequent performance.

Bandura advanced a view of human functioning that accords a central role to cognitive, vicarious, self-regulatory and self-reflective processes in human adaptation and change. This is his conception of reciprocal determinism, the view that (a) personal factors in the form of cognition, affective and biological events, (b) behaviour, and (c) environmental interactions that result in a triadic reciprocity. (Figure1.1)
From the assertions of Bandura it can be concluded that the individual tends to develop self-efficacy when cognitive, affective and conative dynamics tend to merge into each other and move in the same direction.

Bandura theorised 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 and firmer 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. Self-efficacy has been shown to be an important predictor of motivation to behave, intention to behave and actual behavioural enactment.

Fuller et al. (1982) defined self-efficacy as “the individual’s perceived expectancy of obtaining valued outcomes through personal effort.” He related teachers’ sense of efficacy to the school structure. Guskey (1982) defined teacher efficacy “as a teacher’s willingness to take responsibility for student successes and failures.” In general, teacher self-efficacy is a teacher’s belief that he or she can influence how well students learn; even those students considered to be difficult or appear to lack motivation (Guskey and Passaro, 1994). Ashton (1985) defined teachers’ sense of efficacy as “their belief in their ability to have a positive effect on student learning” and has been related to significant variables as student achievement, student motivation, teachers’ adoption of innovations and teachers’ classroom management strategies.”

Dembo and Gibson (1985) described it as “the extent to which teachers believe they can affect school learning.” Newmann et al. (1989) referred to it “as the teacher’s perception that his or her teaching is worth the effort that it leads to the success of students and is personally satisfying.” They stated that teachers’ sense of efficacy was related to

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**Figure 1.1 : Bandura’s Conception Of Triadic Reciprocality (1986)**

![Triadic Reciprocality](image-url)
administrators’ responsiveness and the orderly behaviour of students. Tschannen-Moran et al. (1998) defined teacher efficacy as “a belief that teachers have in their abilities to organise and execute courses of action that are required to successfully accomplish a specific teaching task in a particular context.”

Friedman and Kass (2002) offered a new conceptualization of teacher self-efficacy based on a broader work spectrum comprising classroom and school-organizational contexts. Figure 1.2 gives a schematic presentation of the CSC model of teachers’ self-efficacy, indicating the action areas and people associated with the teachers’ perception of efficacy. The typical behaviour patterns included in this definition of teacher self-efficacy were: ability to motivate and impart knowledge, values and morals to students; ability to manage the class, to improvise when unforeseen classroom situations arise; ability to overcome disciplinary infractions without much effort; assertiveness towards school administration; mastery of the whereabouts of the school political and social systems, resourcefulness; and involvement in the foci of influence within the organisation.”

Figure 1.2: The CSC Model Of Teacher Self-Efficacy (Friedman and Kass, 2002)

Woolfolk Hoy and Burke-Spero (2005) looked upon teacher efficacy as “a general belief about the power of teaching to reach difficult children and may have more in common with teachers’ conservative/liberal attitudes towards education.”

Students of self-efficacy phenomenon all over the world have repeatedly rhymed the connotation of self-efficacy as a belief system of one’s capabilities for accomplishing
specific tasks. Self-efficacy beliefs need to be nurtured among teachers as an integral part of their professional training and experience.

1.2.1 Dimensions of Self-Efficacy

Self-efficacy is based on two dimensions—‘outcome expectancy’ and ‘efficacy expectancy’ (as depicted in Figure 1.3). ‘Outcome expectancy’ implies that an individual estimates that a given behaviour will result in certain outcomes. ‘Efficacy expectations’ refer to behaviours toward the expected outcomes (Bandura, 1977).

![Diagram](source: Bandura, 1977)

**Figure 1.3 : Diagrammatic Representation Of The Difference Between Efficacy Expectations And Outcome Expectations. (Source : Bandura, 1977)**

“The efficacy question is, DO I have the ability to organize and execute the actions necessary to accomplish a specific task at a desired level? The outcome question is, if I accomplish the task at that level, what are the likely consequences? Temporarily, efficacy expectations precede and help form outcome expectations. Outcome expectancies, in the form of physical or social rewards, recognitions, punishments, criticisms, or self-evaluations, can provide incentives and disincentives for a given behaviour” (Bandura, 1986, 1997).

Fuller et al. (1982) distinguished between organizational efficacy and performance efficacy. They related teachers’ sense of efficacy to school structure and suggested that aspects of school structure may have different effects on the two kinds of efficacy. Organizational efficacy is the individual’s sense of his/her ability to gain rewards by influencing superiors within the organization. Performance efficacy is the individual’s perceived ability to perform one’s own work tasks.

Gibson and Dembo (1984) developed a measure of teacher efficacy to identify two dimensions; personal teaching efficacy (PTE)- belief in one’s capability to influence student learning, and general teaching efficacy (GTE)- belief in one’s ability to effect change in student learning, regardless of external, relatively independent factors such as home environment, family background and parental influence. They predicted that teachers who
score high on both GTE and PTE would be active and assured in their responses to students and that these teachers would persist longer, provide a greater academic focus in the classroom, and exhibit different types of feedback than teachers who had lower expectations of their ability to influence student learning. Conversely, teachers who scored low on both GTE and PTE were expected to give up readily if they did not get results.

Ashton and Webb (1986) suggested two dimensions of self-efficacy as ‘teaching efficacy’ (ability to influence students’ performance) and ‘personal teaching efficacy’ (personal ability to execute a specific task). Raudenbush et al. (1992) is of the opinion that self-efficacy varies within teachers as well as among teachers. In high schools, teachers have to teach many classes of different sizes, different academic capabilities of the students and the content to be taught. Thus each class poses different set of circumstances and challenges. Therefore, self-efficacy of a teacher maybe expected to vary. So he has listed two dimensions: intra-teacher variation and inter-teacher variation. Intra-teacher variation means differences in self-efficacy of one teacher for different classes whereas inter-teacher variation means differences in self-efficacy among different teachers.

Chermiss (1993) gave three dimensions of teacher sense of professional self-efficacy: (1) Teaching tasks (2) Inter-personal relations (3) Organisation. Tschannen-Moran et al. (1998) in their integrated model of teacher self-efficacy included two dimensions. (1) context of teaching tasks and (2) teacher’s self perception of teaching competencies. The first dimension included constraints of teaching against the availability of resources or the factors which make classroom teaching difficult. In the second dimension, the teacher judged his personal capabilities such as skills, knowledge or personality traits and also his personal weaknesses.

Tschannen-Moran and Woolfolk Hoy (2001) gave three dimensions of teacher efficacy in their Teachers’ Sense of Teacher Efficacy Scale as follows:

- Efficacy in Student Engagement
- Efficacy in Instructional Strategies
- Efficacy in Classroom Management.

Teachers’ efficacy is open to perception in all areas of his work. The dimensions of self-efficacy given by psychologists endorse and support the concept of self-efficacy making it comprehensive.
1.2.2 Self- Efficacy : An Influencing Agent

Teachers, at whatever level they may be operating, are professionally bound to be clearly aware of how their self efficacy operates as an influential agent in the performance of their duties and responsibilities.

Bandura (2000) affirms, “Personal efficacy affects behaviour directly and by impacting goals, outcome expectations, affective states, and perceptions of socio structural impediments and opportunities”. In terms of feelings, low self-efficacy is associated with depression, anxiety and helplessness. Such individuals also have low self esteem and harbour pessimistic thoughts about their accomplishments and personal development. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Individuals with high self-efficacy tend to use active coping strategies, whereas those with low self-efficacy tend to employ avoidance strategies and have a greater tendency to worry about job related stressors. Self efficacy beliefs get strengthened with time and experience.

Self-efficacy beliefs influence the choices people make, determine how much effort they make to accomplish a task, how long they persevere when confronting obstacles and how resilient they will be in the face of adverse situations. The higher the sense of efficacy, the greater the effort, persistence and resilience. Self-efficacy has been identified as one of the dimensions of teacher empowerment (Short and Rinehart, 1992). The teachers feel that they have the skills and ability to help students learn; have feeling of mastery in their subject and that results in desired outcomes.

The self-efficacy beliefs of the teachers affect their instructional activities and study environment management strategies. They also positively influence students’ learning experiences and academic outcomes. Research on efficacy (Zimmerman, 2000) supports the findings, specifically that efficacious learners are more likely to expend more effort and persistence in learning a task, even when encountering obstacles in the process. More efficacious teachers use more communicative based strategies.

Self-efficacy of a teacher is a powerful predictor of whether and how a teacher will act. Teacher self-efficacy is the belief that one is capable of exercising personal control over one’s behaviour, thinking and emotions. Effective teachers believe that they can make a difference in children’s lives and they teach in ways that demonstrate this belief. People who hold strong self-efficacy beliefs tend
- to get better gains in children’s achievement (Brookover et al., 1979).
- to use new teaching approaches and persist failure situations (Gibson and Dembo, 1984).
- to be more satisfied with their job and demonstrate more commitment (Trentham et al., 1985).
- to take more risks with the curriculum (Guskey, 1988).
- to have more motivated students (Midgely et al., 1989).
- to have lower absenteeism (McDonald and Siegall, 1993).

Self-efficacy is not something which is immutable. It is not a thing by itself. It is subject to change and reconstruction. People are capable of influencing their own motivation and performance. They may do so by changing their orientations, attitudes and convictions in connection with their environmental conditions. Pedagogically, the teacher is expected to (1) get the learner to believe in his or her personal capabilities to successfully perform a designated task. (2) provide environmental conditions, such as institutional strategies and appropriate technology that improve the strategies and self-efficacy of the learner and (3) provide opportunities for the learner to experience successful learning as a result of appropriate action.

Self-efficacy is both a personal and social construct. Collective systems develop a sense of collective efficacy—a group’s shared belief in its capability to attain goals and accomplish desired tasks. Good educational institutions develop collective beliefs about the capability of their students to learn, of their teachers to teach and of their administrators to create environments conducive to the accomplishment of these tasks.

Empirical evidence supports the fact that self-efficacy beliefs touch every aspect of people’s lives, how well they motivate themselves and persevere in the face of adversities, their vulnerability to stress and depression and the life choices they make. Self efficacy is the heart of motivation. Therefore, self efficacy needs to be activated to enhance motivation.

1.3 MOTIVATION

“Motivation is the fuel, necessary to keep the human engine running.”

- Zig Zaglar

It is human motivation that moves the wheels of civilization. It is human motivation that moves the wheels of work in all spheres of life. Surely, it is the motivation of teachers
that moves the wheels in educational institutions. There are no words to use for exaggerating even partially the significance of human motivation on Earth.

The term ‘motivation’ is derived from the Latin word ‘movere’ which means ‘to move’. Mc Donald (1972) defines “motivation as an energy change within the person characterized by affective arousal and anticipatory goal reactions. He has identified three aspects of motivation:

- It begins in some energy change in the person characterized by affective arousal i.e. some part of psychological tension.
- It is within the person.
- It is characterized by anticipatory goal reactions i.e. help the individual to sustain his efforts leading towards realization of his/her goal.”

“Motivation is a process that starts with a physiological deficiency or need that activates a behaviour or a drive that is aimed at goal incentive” (Luthan, 1998). Cole (2000) defines “motivation as 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”. The term represents “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed” (Kreitener and Kinicki, 2001).

It is motivation which arouses one to act, direct activities and make progress. It is a spark which ignites the minds of all individuals. It involves guiding oneself towards one’s goals, taking the initiative, striving to improve and persevering in the face of setbacks and frustrations. Persons highly involved in their job are highly motivated and feel a sense of pride in their work. A motivated person makes use of his cognitive, affective and conative abilities for the achievement of organizational goals. It is the basic factor which is responsible for decision making process and length of enthusiasm for the activity. In teaching and learning, motivation plays a vital role. 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. In short, motivation on the part of teachers can be defined as a strong desire for teaching which leads to fruitful outcomes.

“Motivation can be best created and sustained by attainable sub-goals that lead to larger future ones. Proximal sub-goals provide immediate incentives and guide for
performance, whereas distal goals are too far removed in time to effectively mobilise effort” (Bandura and Schunk, 1981). Nohria (2008) says that “motivation is measured by multidisciplinary indicators like engagement, satisfaction, commitment and intention to quit.”

Many people view motivation as a personal trait by saying that some have it and some don’t. In practice inexperienced managers often label employees who seem to lack motivation as lazy. But this instinctive motivation is the result of interaction of the individual and the situation. Some cash in on the situation and find positive motivation in it, whereas some may be negatively motivated by the same situation. Motivation varies from individual to individual and also in the individual at different times and in different situations. This is also true about the motivation of teachers.

Various theories of motivation have been given by psychologists from time to time. Starting from the satisfaction of physiological needs, every individual strives for the satisfaction of other needs of a higher order. The striving for one or the other level of needs provides the motivation for his behaviour. Among the earlier theories were the instinct, need and drive theories (Mc Dougall, 1908; Murray, 1938; Hull, 1943; Maslow, 1954; Herzberg, 1959; Mc Clelland, 1961, Alderfer, 1969) followed by behaviouristic, psycho-analytic and cognitive theories (Freud, 1953; Deci and Ryan, 1985; Bandura, 1986). Instincts, drives and psycho-analytic theories give importance to biological and organic factors in the motivational process. The behaviourists and social learning psychologists while completely ignoring the organic and biological factors rely heavily on the functionability of learning experiences and environmental factors to explain motivation. But after going through all the theories of motivation, it is evident that ‘self’ dominates the field of motivation.

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves by the exercise of forethought and anticipate likely outcomes. They set goals for themselves and plan courses of action designed to achieve those goals.

“There are three different forms of cognitive motivators around which different theories have been built. They include causal attributions, outcome expectancies and cognized goals. The corresponding theories are attribution theory, expectancy-value theory and goal theory respectively. Self-efficacy beliefs operate in each of these types of cognitive motivation. Self-efficacy beliefs influence causal attributions. People who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves
as inefficacious attribute their failures to low ability. Causal attributions affect motivation, performance and affective reactions mainly through beliefs of self-efficacy” (Bandura, 1995).

In expectancy-value theory, motivation is regulated by the expectation that a given course of behaviour will produce certain outcomes and the value of those outcomes. But people act on their beliefs about what they can do, as well as on their beliefs about the likely outcomes of performance. There are innumerable attractive options people do not pursue because they judge they lack capabilities for them. The predictiveness of expectancy-value theory is enhanced by including the influence of perceived self-efficacy.

1.3.1 Types of Motivation

Motivation is of two types- intrinsic and extrinsic. Intrinsic motivation comes from within-when people are internally motivated to do something. When a teacher undertakes a task without any personal end in mind, he is intrinsically motivated. In general, motivation arising from instincts, drives and thoughts is conceived as intrinsic motivation. “Performing a behaviour for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity” construes intrinsic motivation (Dornyei, 2001). Extrinsic motivation is the result of external factors which energize a person to work harder and better. Examples of external factors are better salaries, improved working conditions, career promotion opportunities, opportunities for professional development, positive feedback from administrators and higher social status. The intrinsic and extrinsic motivators have been depicted graphically in Figure 1.4 below.

![Figure 1.4: Diagrammatic Representation of Extrinsic and Intrinsic Motivators](image-url)
There is a high correlation between intrinsic motivation and teaching. Ellis (1984) takes intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of job itself are known as intrinsic rewards. These roles play an important role in teachers’ lives as teachers regardless of extrinsic elements become satisfied on seeing the growth and development of students. Bhattacharya (2000) established that intrinsic motivation is essential for elevating level of teaching competence and improving attitudes towards teaching profession of primary teachers.

“Competence and autonomy are important issues in intrinsic motivation. Social contextual events such as feedback, communication, rewards which cause feelings of competence foster intrinsic motivation” (Ryan and Deci, 2000). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it.

Teachers who are internally inspired to teach find their students quite responsive and waste no time in establishing their rapport with their teachers. Consequently, they remain under relatively less stress and so tend to perform better. Teachers with extrinsic motivation to teach may not find it easy to establish their rapport with the learners. Extrinsic motivation in teaching is not as inspiring for pupils as intrinsic motivation. Both kinds of motivation are boosted by the organizational climate in the educational institution. However, it has not been established so far which type of motivation is relatively impacted more by organizational climate.

In addition to intrinsic and extrinsic motivation, Deci and Ryan (1985) have given a third type of motivational construct termed ‘amotivation’. Individuals are amotivated when they are neither extrinsically nor intrinsically motivated. When amotivated individuals experience feelings of incompetence and expectancies of uncontrollability, they perceive their behaviours as caused by forces out of their own control. Eventually they may stop participating in academic activities.

1.3.2 Teacher Motivation

No society can shut its eyes to the significance of teacher motivation. Several benefits flow from the motivation of teachers to teach. If they are duly motivated to teach they would have no difficulty in boosting the motivation of students to learn. The learning motivation of students would straightaway lead to positive results bearing upon the quality of education. The motivation of students to learn is substantially connected with the motivation of teachers.
to teach. When motivation to learn is high, the chances of discrepancy between predicted achievement and actual achievement are significantly minimized. Motivation of teachers to teach creates an atmosphere of respect for them. This kind of situation enhances the status of teaching profession and contributes to the longing for professional growth.

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. Congenial classroom climate is a must for motivation. Enthusiasm and motivation spreads from teachers to students and between students and their peers, either it is positive or negative.” Pedagogic research has found that “motivation, self-efficacy and value-expectancy are the most influencing factors on students-academic performance” (Bandura, 1997; Linnenbrink and Pintrich, 2002).

Motivation of the teachers can be viewed in different areas of their profession. It is visible in their classroom teaching – whether the teacher is punctual, sets an example with his good habits and behaviour, prepares his lesson plans, puts in extra efforts to make his teaching effective, uses methods appropriate for the learner, uses innovative techniques and makes use of teaching aids. His motivation lies in his love for the profession and creation of conducive learning environment for his students. His motivation is also visible in his interaction with his students, their parents and the school authorities. He is truly motivated if he happily strives for professional development.

Teacher motivation is also important for the advancement of educational reforms. First, motivated teachers are more likely to work for educational reforms and progressive legislation. Second, and perhaps more importantly it is the motivated teacher who guarantees the implementation of reforms originating at policy-making level and increase in productivity that gives boost to educational systems.

It is clear that teacher motivation is important for the satisfaction and fulfilment of teachers themselves. Teacher motivation is, therefore, anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and society benefit from their services. Barr (1929) studied the characteristic differences between the good and poor teachers and found that good
teachers as compared with poor teachers were more vigorous, enthusiastic, happy, emotionally stable, highly motivated and disciplined.

1.3.3 Factors Affecting Teacher Motivation

A number of factors operate in the process of teacher motivation which leads to variation of motivation among them. Frase (1992) identified two sets of factors that affect teachers’ ability to perform effectively: work context factors (teaching environment) and work content factors (teaching).

- Work context factors are those which meet base line needs—working conditions such as class size, discipline conditions, availability of teaching materials, quality of supervision and psychological needs as money, status and security.
- Work content factors are intrinsic to work itself. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment and authority.

Hallinger and Heck (1996) reported that shared vision and school goal-setting processes initiated by school leaders have significant effects on teachers’ personal goals and motivation to teach.

There are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives are related to teaching job itself whereas micro-dimension deals with organizational climate of the particular institution where teachers work, the class and the students. The following factors affect teacher motivation:

- The school’s general climate and the existing school norms
- The class sizes, the school resources and facilities
- The standard activity structure within the institution
- Collegial relations
- The definition of the teacher’s role by colleagues and authorities
- General expectations regarding student potential
- The school’s reward contingencies and feedback system
- The school’s leadership and decision-making structure (Dornyei, 2001).
Figure 1.5 shows that individual inputs and job context are two key elements of factors that influence motivation. Employees bring ability, job knowledge, dispositions and traits, emotions, moods, beliefs and values to the work settings. The job context includes the physical environment, the tasks one completes, the organizations’ approach to recognition and rewards, the adequacy of supervisory support and coaching and the organizations’ culture. These two categories of factors influence each other, as well as the motivational process of arousal, direction and persistence, which in turn influence performance and commitment in workplace (Kreitner & Kinicki, 2001).

Herzberg (2003) identified six factors he designated as intrinsic motivators. They are (in order of most to least motivating) achievement, recognition, work itself, responsibility, advancement and growth. These factors, if present, lead to increased levels of job satisfaction and motivation. He further identified ten factors that he designated as hygiene factors. They are (in order of most to least effect in causing job dissatisfaction) company policy and administration, supervision, relationship with the supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status and security. These factors, when not present, lead to job dissatisfaction.
Parker (2003) identified the following intrinsic motivators in order of their frequencies from maximum to minimum: self-satisfaction, flexible location, ability to use new technology, ability to develop new ideas and sense of empowerment. The extrinsic rewards were monetary stipends, decreased workload, release time to develop and teach and new technology for personal use.

Kiziltepe (2008) categorised motivating factors under four heads: students, career, social status and ideals and demotivating factors under five heads: students, economics, structural and physical characteristics, research and working conditions. Students were found to be the main source of motivation and demotivation for university teachers. Besides students, while career was a secondary motivational factor, economics and research were secondary demotivating factors.

Kocabas (2009) reported that teachers are mostly motivated by the following factors: a sense of safety in school, pupil achievement, the levels of attraction to the teaching profession, levels of self-reliance, their perception of their status in society, the importance of positive inspection reports, the sense of self-fulfilment, a positive atmosphere in school, positive relationships amongst teachers, their perception of their competencies in their fields, their levels of self-respect, the school’s position in the league tables, an appreciation of their achievements and values, effective administration and management and a sense of security on matters such as health and security, sickness and arrangements for retirement.

The study on teachers’ professionalism carried out by Hildebrandt and Eom (2011) found five motivators: improved teaching, financial gain, collaborative opportunities, self and external validation.

Naseer Ud Din et al. (2012) found that motivational factors like rewards and incentives, self-confidence, economic status, good relations with colleagues, feedback and financial incentives affect motivational level of teachers. But factors like social status, examination stress and teaching as first choice less affect the performance of teachers.

Apart from listing intrinsic and extrinsic motivating factors, a few research studies have also given demotivating factors. Dornyei (2005) defines de-motivation as “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action.” Ramachandran et al. (2005) in their report on teacher motivation in India identified demotivating factors at emotional, financial, physical and academic level. The
demotivation at emotional level is when teachers are given demeaning jobs, at the financial level is non-receipt of salaries, at the physical level is poor infrastructure and working conditions and at the academic level is the poor kind of in-service education provided to them. “The demotivating factors among teachers are stress, restricted autonomy, insufficient self-efficacy, lack of intellectual challenge and inadequate career structure” (Yan, 2009).

In a nutshell, the demotivators identified were: a competitive climate amongst teachers, the fear of being subject to disciplinary action and school deficiencies in teaching and learning technologies.

1.4 PROFESSIONAL COMMITMENT AND SELF-EFFICACY

Even a cursory glance at the broad dynamics of professional commitment and at the salient components of efficacy would make one believe that the two variables are closely related. In common day observations, directed or undirected, the individuals with will power, fortitude, courage of conviction and optimistic orientation are found visibly committed to achieve the goals they set for themselves. Observations of this nature provide plausible, albeit non-scientific, evidence of the relationship of efficacy with commitment pertaining to any sphere of work.

Scientific evidence is not lacking in connection with the relationship of the said two variables. That self-efficacy is directly related to professional commitment was proved 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; who taught in schools with fewer students per teacher; and worked under a principal regarded positively in the areas of instructional leadership, school advocacy, decision making and relation with staff and students. Low self-efficacy is associated with disengagement from activities and weak commitment to teaching (Evans and Tribble, 1986). Ross and Gray (2006) in their research attempted to construct a model of school capacity development in which transformational leadership contributes to teacher beliefs about their capacity and teacher capacity beliefs contribute to commitment. 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. Other researchers did not directly study the two variables but studied it through the mediating effect of motivation. Salami (2007) in his research concluded that teachers who have high emotional intelligence and high self-efficacy develop more emotional commitment to their organisations and are more committed to their
career. Lin and Lu (2010) reported that teachers’ self-efficacy and task values have impact on their commitment and effort on technology instruction integration. Yian and Yong (2010) reported that except for continuance commitment, teachers’ affective and normative commitment correlated significantly with general teaching efficacy and personal teaching efficacy. Klassen and Chiu (2011) also reported that self efficacy influenced occupational commitment. Exploratory analysis by Kurz (2006) indicated that positive teacher beliefs are related to teachers’ commitment to the fashion. It was also found (Ware and Kitsantas, 2007) that teacher and collective efficacy beliefs predict commitment to the teaching profession.

1.5 PROFESSIONAL COMMITMENT AND MOTIVATION

Whatever be the realm of work, professional commitment demands high degree of persistent and enduring motivation. Goals of professional commitment would remain half achieved if motivation remains at a low ebb. Teachers conscious of their duties and responsibilities and the expectations of different stakeholders about them know in their heart of hearts that justice to their tasks demands hard work every day and hard work can be consistently put in only if cognitive, affective and conative aspects of motivation are kept going. If motivation is not there, there can hardly be any professional commitment for teaching. The lower the motivation to teach, the lower would be the degree of professional commitment for doing justice to any aspect of teaching. Following the same logic of reality it can be safely asserted that where there is higher motivation to teach, the higher would be the degree of professional commitment. A lot of research work has been undertaken to discover the reality of the relationship of professional commitment with motivation. Motivated teachers make effective contributions at work because of strongly developed feelings of behavioural commitment (Manning and Patterson, 2005). Ackerina (2013) concluded that education professionals who possessed public service motivation were professionally committed to their careers. Research has highlighted intrinsic and extrinsic motivating factors which make for better teacher performance (Lee, 1996; Balasubramanyam, 2005; Ramachandran et. al. 2005; Javaid, 2009). It has also been concluded that extrinsic motives are no doubt essential but it is self or intrinsic motivation which is most important. Firestone and Pennel (1993) noted that a committed teacher is one who is intrinsically motivated because of a sense of meaning in job responsibilities. Zhao et al. (2011) indicated that teachers with extrinsic motivation showed lower level of professional identity as compared to teachers with intrinsic motivation.
Generously speaking, where there is true motivation for work in any given sphere of life, the professionals can claim with factual legitimacy that they are professionally tuned and committed. However, professional commitment is not the baby of motivation alone or self efficacy alone. There are a number of other claimants. The present study was undertaken to find out how professional commitment of teachers is related to self efficacy and motivation.

Figure 1.6: Graphic Presentation of Relationship Among Variables
### 1.6 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.

The initial process entailed hard work and gruelling labour over a pretty long period for finding out realistic and objective justification for the problem of the study. It required burying the head into the long lines of related studies. 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. The few studies undertaken in our country regarding the relationship between professional commitment of teachers and their motivation have not yielded any conclusive results pertaining to the relationship between the two variables on which the data was collected from the school 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. The perusal of related literature also shows that there has been meagre research on professional commitment of teachers. Teacher commitment has been studied by researchers in many ways. Some studies have examined the
factors affecting teacher commitment and behaviour of committed teachers. A large number of studies are available on organizational commitment especially in the area of management studies. However, professional commitment has not been exhaustively explored.

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 (N.C.T.E., 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.
1.7 STATEMENT OF THE PROBLEM

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

1.8 OBJECTIVES OF THE STUDY

The formulation of objectives is necessary to remain focussed on the problem in hand and achieve the desired results. 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.
12) To predict professional commitment of secondary school teachers of Punjab on the basis of self-efficacy and motivation.
1.9 DELIMITATION OF THE STUDY

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

1.10 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 have been defined here as follows:

**Professional Commitment**: Professional commitment means upholding one’s basic values, having love for one’s profession and loyalty 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 (Baljeet Kaur, 2007).

**Self-Efficacy**: Self-efficacy is the belief in one’s self and capabilities to accomplish a specific task and achieve thought out 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 (Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T. Daytner, 1999).

**Motivation**: Motivation for teaching is enthusiastically doing the works related to teaching. It is an inner urge to make consistent efforts to put up a successful performance in the class, actively participate in administrative activities, derive professional pleasure and maintain cordial relations with colleagues and parents. Enthusiasm for teaching also implies motivating students for learning, developing professionally and enhancing will to work through external factors like organizational climate as measured by ULNs Teacher Motivation Scale constructed by U.L. Narayan (1986) and standardized by Satya Rao (2008).

**Secondary School Teachers**: Secondary School Teachers are teachers teaching classes IX to XII.