

# Role of Teacher Self-Efficacy and Teacher Commitment in getting desired Students' Learning Outcomes

Nahid Ashraf\* and Sajid Jamal\*\*

\*Research Scholar, Department of Education, Aligarh Muslim University, Aligarh, U. P.

\*\*Professor, Department of Education, Aligarh Muslim University, Aligarh, U. P.\*\*

\*Email- nahidashraf.alig@gmail.com

**Abstract-** According to NCERT report on Learning Outcomes at Elementary Stage (2017), learning outcomes refer to the assessment standards indicating the expected levels of learning that children should achieve for that class. There are many internal and external factors that affect students learning outcome at different stages. Among all the factors, teachers are one of the most important factors that affect students learning outcomes and play crucial role in their overall personality development. Therefore, it is essential to ensure the quality of teachers for getting quality education and desired learning outcomes. Teacher self-efficacy is one of the important factors affecting Learning outcome is considered as the belief of teacher in his/or her own teaching ability to do the teaching task successfully and affect the student's achievement. It also determines the performance of the teachers as well as their success and failure in teaching task. Since, commitment of teachers is considered as the important attribute for ensuring the quality of teachers as well as the whole education system as it ensures the retention of the teachers in the profession as well as in the organization, hence, it should have positive correlation with the teacher self-efficacy. But very few studies have been conducted in this regard. Therefore, this study was conducted to examine the impact of various components of organizational commitment on teacher self-efficacy. For this, a self-constructed Teacher Self-Efficacy Scale and a standardised Organizational Commitment Scale were administered on 400 secondary school teachers of Aligarh District of U.P. Analysis of the data was done by calculating coefficient of correlation and step-wise multiple regression analysis and it has very relevant findings for teachers and policy makers.

**Keywords-** Teacher Self-Efficacy, Commitment and Learning Outcomes.

## Introduction

Learning refers to the permanent change in the behaviour of the students whereas, learning outcomes as defined by NCERT report on Learning Outcomes at Elementary Stage (2017), are the assessment standards indicating the expected levels of learning that children should achieve for that class. Learning is a process and learning outcomes can be used as check points to assess

that at different points of time. There are many internal and external factors that affect students learning outcome at different stages. Among all the factors, teachers are one of the most important factor that affect students learning outcomes. The Secondary Education Commission (1952-53) observed, “We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualifications, his professional training and the place that he occupies in the school as well as in the community”. Teachers play crucial role in the overall personality development of the students. They do rigorous efforts inside as well as outside of the classroom to perform their multiple role for the preparation of the future of the nation which requires a high level of emotional, physical and mental strength. Therefore, it is essential to equip the teachers with high degree of professional skills and competencies to ensure the quality of teachers for getting quality education, the desired learning outcomes and overall cognitive, affective and psychomotor development of the students.

### **Teacher Self-Efficacy**

Self-efficacy is the belief of an individual to complete a task successfully. Since, it is multi-dimensional and task-specific, hence, teacher self-efficacy refers to the belief of a teacher to complete his/her teaching task successfully. With the work of Rotter (1966), teacher efficacy was first conceived by the RAND researchers as the extent to which teachers believed that they could control the reinforcement of their actions, that is, whether control of reinforcement lay within themselves or in the environment. Student motivation and performance were assumed to be significant reinforcers for teaching behaviours. Thus, teachers with a high level of efficacy believed that they could control, or at least strongly influence, student achievement and motivation. A second conceptual strand of theory and research grew out of the work of Bandura (1977) and identified teacher efficacy as a type of self-efficacy-a cognitive process in which people construct beliefs about their capacity to perform at a given level of attainment. These beliefs influence how much effort people put forth, how long they will persist in the face of obstacles, how resilient they are in dealing with failures, and how much stress or depression they experience in coping with demanding situations (Bandura, 1997). After analysing many researches, Tschannen-Moran et al. (1998) proposed an integrated model of teacher self-efficacy and defined it as the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Teachers' self-efficacy for teaching; their perceptions about their own capabilities to foster students' learning and engagement, has proved to be an important teacher characteristic often correlated with positive student and teacher outcomes (Woolfolk and Shaughnessy, 2004). Teacher self-efficacy has been consistently related with students’ learning outcome (Tai et al., 2012; Huber, 2016).

### **Teacher Commitment**

Commitment refers to the strong, dedicated and devoted judgement of an individual. Any person who works according to his or her philosophy of life is considered as committed person. In this

way, teacher commitment refers to the teacher's strong and dedicated judgement to work according to the philosophy of education. There are many scholars Lawrence, Sheldon, Porter, Steers, etc. who defined commitment differently. After analysing a number of definitions given by different scholars, Meyer and Allen (1991) summarised all these definitions and defined it as a psychological state that binds the individual to the organization and proposed a three-dimensional model of organizational commitment. This model comprises of three components: affective commitment or desire component, continuance commitment or need component and normative commitment or obligation component. Affective commitment refers to the employee's emotional attachment to be in the organization. Continuance commitment refers to an awareness of the cost associated with the organization. Normative commitment reflects a feeling of obligation to continue (Jamal, 2011). Later on, Mercurio (2015) extended this model and regarded affective commitment as the core essence of organizational commitment.

However, Sammons et al. (2007) defined, teacher commitment as having an enduring belief that they can make a difference to the learning lives and achievements of students (self-efficacy and agency) through who they are (their identity), what they know (knowledge, strategies, skills) and how they teach (their beliefs, attitudes, personal and professional values embedded in and expressed through their behaviour in practice settings). Whereas, Frelin and Goran (2017) presented a model of teacher's commitment having four components of commitment to students are discerned: moral, knowledge/self-confidence, action and reward/self-esteem, which constitute a temporal cycle of commitment to students. The teachers in the study describe the moral calling that is evoked in encounters with students, which denotes the initiation of the temporal cycle. For instance, moral dilemmas that teachers encounter can be easier to handle if they are familiar with alternative ways of proceeding. This spurs self-confidence, which in turn supports actions. However, all four components can promote or diminish commitment and also reinforce each other, leading to positive or negative spirals. It is also important to understand which component(s) may be in need of intervention in order to support the individual teacher (Frelin and Franson, 2017). Teacher commitment is linked to the individual but mediated by the context (Sammons et al., 2007). Day et al. (2007) have found that for teachers in mid-career, increased commitment is linked to further career advancement, good results and managing work-life tensions, whereas declining commitment emanates from a high workload, tensions and career stagnation. In contrast, professional agency and supportive school cultures contribute significantly to teachers' commitment and effectiveness (Sammons et al., 2007). Drawing partly on Day et al.'s (2005) framework of factors that sustain or diminish commitment, and partly on longitudinal interview and survey data, Fransson and Frelin (2017) have identified five commitment factors: personal, teaching, school context, system context and professional development. Drawing on survey and interview data, the authors found teaching to be a central positive factor and that engaging and central teaching tasks such as planning, teaching lessons and relating to students contribute strongly to sustained commitment.

## **Rationale of the Study**

Quality of learning depends on the quality of teachers and teacher self-efficacy is the indicator of success and failure of the teacher in teaching task. It ensures the self-confidence and intention to bring significant and desirable change in the learning outcomes of the students in any circumstances. Therefore, it is essential to know the factors that affect teacher self-efficacy. However, committed teachers are considered as the important attribute for ensuring the quality of teachers as well as the whole education system as it ensures the retention of the teachers in the profession as well as in the organization. It is also the indicator of their emotional attachment to the students and organization which motivates them to do hard work for their betterment. Moreover, secondary school teachers face more difficulties in handling the students and be in the organization as they have to deal with the adolescents. Although a few studies have been conducted to know the relationship of teacher self-efficacy and organizational commitment of teachers but researcher couldn't find a single study in this regard. Since, both teacher self-efficacy and organizational commitment play an important role in determining the quality of teachers and consequently quality of the students learning, hence, it is essential to know the answers of the following questions: Is there any relationship between teacher self-efficacy and organizational commitment of secondary school teachers? Is there any impact of organizational commitment on teacher self-efficacy of secondary school teachers? This study was conducted to get the answer of the above mentioned question empirically.

## **Objectives**

1. To know the correlation of teacher self-efficacy and teacher commitment of secondary school teachers.
2. To know the impact of various components of organizational commitment on self-efficacy of secondary school teachers.

## **Hypothesis**

1. There would be no significant correlation of teacher self-efficacy and teacher commitment of secondary school teachers.
2. There would be no significant impact of various components of organizational commitment on self-efficacy of secondary school teachers.

## **Methodology**

In this study, teacher self-efficacy was treated as dependent variable whereas teacher commitment was the independent variable.

## **Sample**

In this study, only 400 teachers were taken from Aligarh District of Uttar Pradesh in which 102 teachers were male and 298 teachers were female.

## Tools

Researchers used two scales namely Teacher Self-Efficacy Scale and Organizational Commitment Scale (2014) to collect the data. The description of these scales are as given below:

Organizational Commitment Scale; to measure teacher commitment researchers used Organizational Commitment Scale developed by Sajid Jamal and Abdul Raheem which was published by National Psychological Corporation, Agra in 2014. It is a 5-point Likert type scale consisting 42 items based on four components namely commitment to school, commitment to teaching work, commitment to work group and commitment to teaching profession. The value of Cronbach Alpha of the scale was found to be 0.91. The authors of the scale claimed that it was highly reliable and valid.

Teacher Self-Efficacy Scale; to measure teacher self-efficacy researchers used Teacher Self-Efficacy Scale (TSES) developed by the researchers. It is a 5 point Likert-type scale consisting 48 items based on six dimensions namely self-motivation, commitment, coping with challenges, decision-making, classroom instructions and school climate. The value of Cronbach Alpha of the scale was found to be 0.870. The authors of the scale claimed that it was highly reliable and valid.

## Statistical Techniques

Researchers applied Pearson Product moment correlation and step-wise multiple regression to analyse the data.

## Analysis of the Data

For analysing the first objective of the study correlation coefficient between teacher commitment and teacher self-efficacy scores were calculated and presented in the following table:

**Table-1: Correlation of Teacher Commitment with Teacher Self-efficacy of Secondary School Teachers**

Total Sample	Male Sample	Female Sample
<b>0.624**</b>	<b>0.705**</b>	<b>0.594**</b>

\*\*significant at .01 level

It is clear from the above table that the correlation coefficient between teacher self-efficacy and teacher commitment is significant at 0.01 level. In this way the first hypothesis of the study is rejected. It shows that an increase in teacher commitment leads to an increase in teacher self-efficacy with the same proportion and vice-versa. For analysing the second objective of the study the stepwise multiple regression analysis was used and the data are presented in the following tables-2, 3, and 4:

**Table 2: Summary of the Regression Analysis for Total Sample**

<b>PredictiveVariables</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>R<sup>2</sup> change</b>	<b>F Change</b>
Commitment to Teaching Profession	.180	.032	.032	8.270**
Commitment to Teaching Profession, Commitment to Work Group	.199	.040	.008	5.096**
Commitment to Teaching Profession, Commitment to Work Group, Commitment to Teaching Work	.203	.041	.001	3.539**

\*\*significant at .01 level

It is clear from the above table that the most important predictor among all the components of teacher commitment for the teacher self-efficacy is commitment to teaching profession causing 3.2% variance followed by commitment to teaching work group 0.8% and commitment to teaching work 0.1% respectively.

**Table 3: Summary of the Regression Analysis for Male Sample**

<b>PredictiveVariables</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>R<sup>2</sup> change</b>	<b>F Change</b>
Commitment to Teaching Work	.633	.401	.401	66.902**
Commitment to Teaching Work, Commitment to Teaching Work Group	.678	.459	.058	42.038**
Commitment to Teaching Work, Commitment to Teaching Work Group, Commitment to Students	.699	.489	.030	31.209**
Commitment to Teaching Work, Commitment to Teaching Work Group, Commitment to Teaching Students, Commitment to Teaching Profession	.718	.516	.027	25.829**

\*\*significant at .01 level

It is clear from the above table that the most important predictor among all the components of teacher commitment for the teacher self-efficacy is commitment to teaching work causing 40.1% variance followed by commitment to teaching work group 5.8%, commitment to teaching student 3% and commitment to teaching profession 2.7% respectively.

**Table4: Summary of the Regression Analysis for Female Sample**

<b>PredictiveVariables</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>R<sup>2</sup> change</b>	<b>F Change</b>
Commitment to Teaching Work	.587	.345	.345	155.619**
Commitment to Teaching Work, Commitment to Teaching Work Group, Commitment to Teaching Profession	.617	.380	.045	90.537**
Commitment to Teaching Work, Commitment to Teaching Work Group, Commitment to Teaching Profession,	.624	.389	.009	62.338**
Commitment to Teaching Work, Commitment to Teaching Work Group, Commitment to Teaching Profession, Commitment to Teaching Students	.624	.390	.001	46.753**

\*\*significant at .01 level

It is clear from the above table that the most important predictor among all the components of teacher commitment for the teacher self-efficacy is commitment to teaching work causing 40.1% variance followed by commitment to teaching work group 4.5%, commitment to teaching student .9% and commitment to teaching profession .1% respectively. Thus, the second hypothesis of the study is also rejected.

### **Role of Teacher Self-Efficacy and Teacher Commitment in getting desired Students' Learning Outcomes**

Findings of the study revealed that there was a positive and significant relationship between teacher self-efficacy and teacher commitment and teacher commitment significantly predicts the teacher self-efficacy. It also revealed that commitment for teaching work and commitment to teaching profession were the two most important components among all the components of teacher commitment for predicting the teacher self-efficacy. In other words, if teachers are committed to their organization in general and profession and teaching work in particular they will be self-motivated to do hard work, think and take initiatives for the betterment of the students, be in the organization and face difficult situations efficiently, transfer their knowledge and experience to the students with full confidence to bring significant changes in their behaviour, create healthy atmosphere for learning, less critical of their students. Moreover, if they are emotionally attached, dedicated towards their teaching work and teaching profession they will have good intention to be in profession rather for their personal benefits and they will affect the students learning in positive way. Because, there are many teachers who are committed but unable to handle diverse students, failed to maintain discipline in the classroom, unable to

cope with emotional challenges, lacking persistence and resilience and consequently failed to affect students learning outcomes in positive way. Therefore, it can be said that only high retention rate of the teachers doesn't ensure the quality of their teaching but high teacher commitment to their teaching profession as well as teaching work ensure the positive and significant increment in teacher self-efficacy and consequently students' learning outcomes.

### **Educational Implications**

- Interest and aptitude in teaching profession must be evaluated before the recruitment of teachers. Because, it ensures their emotional attachment to the teaching profession and teaching work that is required for better students learning outcomes. Only those teachers should be recruited who have deep interest in teaching and want to be a teacher.
- For improving the confidence level of the teachers, it is necessary to increase their interest in teaching profession which motivates them to cope with different challenges.
- Since, the level of teacher self-efficacy depends on various things, hence, the teacher trainees should be provided a variety of experiences in different socio-emotional climate so that they can be able to face and handle the students efficiently in any circumstances.
- Administration and policy makers should take both teachers commitment and teachers self-efficacy into consideration while making any policy or decision. Because, commitment without confidence and confidence without commitment cannot affect students' learning outcome in positive way.

### **References**

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, Vol-84, 191-215.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Day, C., Elliot, B., and Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education*, Vol-21, 563–577.
- Day, C., Sammons, P., Stobart, G., Kingston, A., and GU, Q. (2007). *Teachers matter: Connecting work, lives and effectiveness*. Maidenhead: Open University Press.
- Frelin, A., and Fransson, G. (2017). Four Components That Sustain Teachers' Commitment to Students – A Relational and Temporal Model. *Reflective Practice; International and Multidisciplinary Perspectives*, 1-14. Retrieved from <http://dx.doi.org/10.1080/14623943.2017.1307722> on 15/10/2018.
- Jamal, S. (2011). Impact of Occupational Stress of Secondary School teachers on their Organizational Commitment. *Journal of Teacher Education and Research*, Vol-6 (2), 9-21.

- Mary J. Huber, M. J., Fruth, J. D., Alan Avila-John and Lopez-Ramirez, E. (2016). Teacher Self-Efficacy and Student Outcomes: A Transactional Approach to Prevention. *Journal of Education and Human Development*, Vol-5 (1), 46-54.
- Mercurio, Z. A. (2015). "Affective Commitment as a Core Essence of Organizational Commitment An Integrative Literature Review". *Human Resource Development Review*. Vol-14 (4), 389–414. Retrieved from [https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Organizational\\_commitment.html](https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Organizational_commitment.html) on 15-11-2018.
- Meyer, J. P., and Allen, N. J. (1991). A Three Component Conceptualization of Organizational Commitment. *Human Resource Manangement Review*, Vol-1, 61-89.
- NCERT report on Learning Outcomes at Elementary Stage (2017). Ministry of Human Resource Development. Retrieved from [mhrd.gov.in/sites/upload\\_files/mhrd/files/Learning\\_outcomes.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/Learning_outcomes.pdf) on 19.02/2019.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, Vol-80, 1-28.
- Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., and Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed method study. *British Educational Research Journal*, Vol-33, 681–701.
- Tschannen-Moran, M., Hoy, A. W., and Hoy, W. K. (1998). Teacher Efficacy: Its Meaning and Measure. *Review of Educational Research*, Vol-68 (2), 202-248. Published by: American Educational Research Association Stable URL: <http://www.jstor.org/stable/1170754> Accessed: 09-10-2017 05:26 UTC
- Tai, D.W.S., Hu, Y-C., Wang, R., and Chen, J-L. (2012). what is the impact of teacher self-efficacy on the student learning outcome? *3rd WIETE Annual Conference on Engineering and Technology Education*, WIETE Pattaya, Thailand.
- Woolfolk, A., and Shaughnessy, M.F. (2004). Effects of Time Perspective on Student Motivation. *Educational Psychology Review*, Vol-16 (2), 153-176 Part 2 (2004), pp. 153-176. Retrieve from <http://www.jstor.org/stable/23363838> on 12-07-2017