Study of Self-Efficacy, Life Satisfaction, and Professional Commitment of Secondary School Teachers

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Abstract: In this research paper, the present investigation was undertaken to understand the relationship between the Self-Efficacy of secondary school teachers, life satisfaction, and their professional commitment. The sample for the investigation consists of 600 male and female secondary school teachers from private and government schools in Delhi. The life satisfaction scale was developed by Dr. Sapna Sharma and Savitri Sharma (2020), and the professional commitment scale, developed by Deepa Sikand Kauts and Varinder Kaur (2019), was used to examine the professional commitment level of secondary school teachers, which provides seven dimensions, viz. Extremely High, High, Above Average, Average, Below Average, Low, and extremely Low. Results were statistically inferred, and it was found in this research that a significant difference in respect of high and low levels of Self-Efficacy on the life satisfaction and professional commitment of secondary school teachers

Keywords: Life Satisfaction, Professional Commitment, Secondary School Teachers, Self-Efficacy.

INTRODUCTION

A professionally committed teacher should possess all the attributes of a professional teacher. As a profession, teaching has been considered the noblest profession from times immemorial (Dar, 2018). In this regard, the National Policy on Education (1986) has also observed that the status of the teacher reflects the socio-cultural ethos of a society. Besides, the Kothari Commission (1964- 1966) has put forth that of all the different factors which influence the quality, competence, and character of teachers are undoubtedly, the most significant. Teachers must be given full support to develop their potential and creative skills so that their teaching will be more effective. In the words of Helsby, Knight, McCulloch, Sanders, and War Buston, "This involves displaying degrees of dedication and commitment, working long hours as a matter of course and accepting the open-ended nature of the task involved, which often impinged upon home and personal life. It also entails maximum effort to do the best possible and a constant quest for improved performance. At the same time, it involves developing appropriate and caring relationships with students, which give priority to their interests and well-being, as well as dealing 'professionally' with colleagues, parents, and other external agencies where appropriate. Finally, because of the complexities of the task of teaching and the obligation to meet varying individual needs, high levels of skills are necessary to respond intelligently to multiple demands in a complex and changing environment" (Glaxton, 1997). The Self-Efficacy of secondary school teachers is integral to their professional commitment and effectiveness in the classroom. Teachers with strong academic backgrounds, often possessing advanced degrees or specialized training, tend to bring a depth of subject knowledge and pedagogical skills to their roles. This foundation can foster a heightened

sense of professional commitment as educators feel more equipped to deliver high-quality instruction and meet the diverse needs of their students.

Life satisfaction, a broader concept encompassing overall well-being, extends beyond the professional realm. However, the correlation between job satisfaction and life satisfaction is undeniable. Teachers who find fulfillment in their professional roles are more likely to experience contentment in other aspects of their lives. Understanding the factors that contribute to life satisfaction among teachers is crucial for improving overall teacher well-being. Self-Efficacy contributes to a teacher's confidence in navigating the complexities of curriculum development and the implementation of innovative teaching methodologies. This confidence, in turn, translates into a more dedicated and resilient approach to their profession. Teachers who have invested time and effort in acquiring advanced degrees or professional certifications often demonstrate a commitment to continuous learning, recognizing the evolving nature of education.

The Khush Dev (2024) Study compared the selected psychological variables, i.e., Life Satisfaction, Mental Toughness, and Social Maturity of state-level sports persons in Haryana. Samples were gathered from 12 districts of the state and included subjects aged between 18 and 25. The result showed that there exists a significant positive relationship between Life Satisfaction and the combined effect of gender and district.

In their study, Ali and Naik (2022) investigated the mean difference of professional commitment among teachers in higher secondary schools concerning gender and locality. The research involved a sample of 160 male and female

teachers from higher secondary schools located in both rural and urban areas. The findings revealed that there was a significant mean difference in professional commitment between male and female teachers in higher secondary schools situated in rural and urban areas.

Mahajan and Kauts (2022) conducted a study to explore the level of Professional Commitment (PC) among secondary school teachers in the Punjab region. A total of 16 schools were included, with eight schools from rural areas and eight from urban areas. Among these schools, four were government schools, and four were private schools. The study involved selecting 10 teachers from each school, resulting in a total of 960 teachers from six districts of Punjab. To collect data, the researchers employed a standardized tool called Professional Commitment (PC – Saini & Kauts, 2016). The data were analyzed using various statistical measures, including Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and t-ratios. The study's findings revealed that private secondary school teachers demonstrated a higher level of professional commitment compared to government secondary school teachers across all dimensions of Professional Commitment. These dimensions included commitment to learners, commitment to society, commitment to their profession, commitment to their dimension, commitment to attaining excellence, and commitment to basic human values in Punjab.

In 2020, Muthukumar conducted a study on the professional commitment and job satisfaction of higher secondary teachers, as well as the relationship between these two factors. To collect data, the researcher used the Professional Commitment Scale for Teachers developed by Ullah Hamida (2015) and the Job Satisfaction Questionnaire developed by Naseema (1993). The findings of the study indicated a significant and positive relationship between professional commitment and job satisfaction among higher secondary teachers. This positive correlation suggests that higher secondary teachers who are more committed to their profession tend to experience greater job satisfaction. The strong association between professional commitment and job satisfaction underscores the importance of meeting teachers' professional needs in their workplaces effectively.

Salimirad and Srimathi (2016) examined the connection between mental prosperity and work-related self-adequacy in educators. In terms of gender, male and female instructors were found to have equivalent a) mental prosperity and b) work-related adequacy. It was further reported that high occupational Self-Efficacy and high psychological well-being were significantly and positively correlated. This could lead to the productivity of educational outcomes.

Sehgal, Nambudiri, and Mishra (2017) assessed the role of SE on the educator viability of instructors. They suggested that teachers' Self-Efficacy was positively associated with their effectiveness. It was also found that teacher effectiveness can be enhanced by enhancing the Self-Efficacy of teachers. Schools should provide

a suitable environment to improve the Self-Efficacy of teachers as it is important for the performance of teachers.

Life Satisfaction
Life satisfaction, a broader concept encompassing overall happiness and contentment, is intricately linked to job satisfaction. Teachers who find fulfillment in their professional lives are more likely to experience satisfaction in other areas of their lives. Therefore, exploring the factors that contribute to life satisfaction among secondary school teachers is essential for creating supportive environments that foster both personal and professional well-being. Life satisfaction, a broader measure of overall contentment and happiness, is intricately tied to an individual's professional life. Secondary school teachers who find fulfillment in their roles are likely to experience higher levels of life satisfaction. The relationship between life satisfaction and professional commitment underscores the importance of creating supportive environments that contribute to both personal and professional well-being.

The nexus between life satisfaction and teacher effectiveness is a critical consideration in the realm of education. Teachers who experience high levels of life satisfaction often exhibit enhanced effectiveness in the classroom. Job satisfaction, a key component of life satisfaction, is closely tied to the quality of the teacher-student relationship, the support received from school administrators, and the overall work environment. When teachers find fulfillment in their roles, they are more likely to be engaged, motivated, and committed to their students' success. Moreover, a satisfied teacher is often more adept at managing stress, maintaining a positive attitude, and fostering a conducive learning atmosphere. This positive mindset can translate into improved instructional strategies, better classroom management, and an overall more effective teaching.

PROFESSIONAL COMMITMENT
Professional Commitment is a passion for the work involved in teaching or a specific aspect of teaching. It is an investment of time outside of contact hours with students as a responsibility to impart knowledge, attitudes, values, and beliefs and take responsibility for passing on a core set of skills, understanding, and values. Professional commitment is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school. The level of professional commitment on the part of a teacher is a very important factor in the success of the current educational transformation schedule because it stimulates teachers' readiness to engage in critical practices. Hence, a teacher's professional commitment is the need of today to enhance the productivity of the education system, reduce repetition and failure rate, and raise the quality of education. If teachers acquire professional competencies and commitment and if they are enabled and empowered to perform

their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high-quality learning among increasing more students may result in cognitive, affective and psychomotor areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems. Commitment Paradigm

Teachers' capacity for tolerance, humanity, and modesty could endear them to the pupils, the community, and the parents alike. Such acquisition would help every teacher to perform better and serve as a role model for the learners. Considerations like these have led to the identification of five major areas of commitment, namely

- Commitment to the learner- young children need sensitive handling. They need to be looked after by teachers who understand their instincts, learning needs, and tendencies, along with their capacities and abilities. Teachers make the pupils learn and, in the process, help in the development of their body, mind, and soul.
- Commitment to society- The system of school education in India visualizes at least one school each, both for boys and girls, in every village.
- Commitment to the profession- Commitment to the profession would imply adherence to the internalization of professional ethics and total identification with the 'task' as a prerequisite of a profession. An internal confidence in the nobility of teaching as a profession and that teaching as a task that prepares individual learners for nation building could provide tremendous professional motivation and satisfaction.
- Commitment to achieve excellence in profession- For the community and the learner, the teachers have traditionally to be embodiment of knowledge, learning, scholarship and wisdom. To sustain such an image, teachers need to attain excellence in identified values, qualities, competencies, and skills considered essential for the teaching profession.
- Commitment to basic human values- Value inculcation, development of values, and value education are the issues that invite consistent debate in the educational system everywhere. Educational policies categorically state that value inculcation is one of the major responsibilities of the educational system.

Self-Efficacy
The professional commitment of secondary school teachers is intricately tied to their Self-Efficacy (High Self-Efficacy and Low Self-Efficacy), creating a nuanced intersection between personal fulfillment and professional competence. Teachers who possess strong Self-Efficacy credentials often enter the profession with a solid foundation of subject

knowledge and pedagogical skills, potentially contributing to a sense of professional efficacy. The acquisition of advanced degrees or specialized training may empower teachers to feel more confident in their ability to meet the challenges of the classroom. However, it is essential to note that goes beyond teachers' Self-Efficacy alone. Moreover, the influence of Self-Efficacy on a teacher's professional commitment extends beyond the individual to impact the educational environment as a whole. Well-qualified teachers are often better equipped to navigate the complexities of curriculum development, innovative teaching methods, and educational advancements, which can positively influence the learning experiences of their students.

Furthermore, the relationship between Self-Efficacy and professional commitment extends beyond the classroom and contributes to the broader educational community. Teachers with advanced degrees often engage in scholarly activities, research endeavors, and curriculum development projects, reflecting a commitment to advancing their field and improving educational outcomes. Their Self-Efficacy positions them as leaders and mentors within the school community, inspiring colleagues and students alike.

Objectives
1. To study the effect of High and Low levels of Self-Efficacy on the Life Satisfaction of secondary school teachers.
2. To study the effect of High and Low levels of Self-Efficacy on the Professional Commitment of secondary school teachers.

Hypothesis
1. There exists no significant difference between High and Low levels of Self-Efficacy on Life Satisfaction of secondary school teachers.
2. There exists no significant difference between High and Low levels of Self-Efficacy on Professional Commitment of secondary school teachers.

Study Design

METHOD ADOPTED FOR THE STUDY
The sample of the present study was 600 male and female secondary school teachers. The sampling was taken from both government and private schools in Delhi. A standardized scale was used to measure the level of professional commitment. Scoring was done according to the manuals, relevant Mean, SD, Statistical techniques, and paired t-test were applied on raw data.

Population: Secondary school teachers from government and private schools in Delhi were chosen as the population for the current study.

Sample: The present study was conducted on 600 secondary school teachers. The Professional Commitment assessment was done using a scale by Deepa Sikand Kauts and Varinder Kaur (2019), and the Self-Efficacy scale, designed and prepared by Dr. Subhash Sarkar and Abhijit Deb (2015), adopted data collected from 600 secondary school teachers. The layout

of the sample selected for the study and the breakup details are given in

Table 1: Breakup of Sample Details

Type of school	No. of Schools	No. of Teachers	Total no. of Teachers	Total
Government	10	30	300	600
Private	10	30	300	

Data Analysis

There exists no significant difference between High and Low levels of Self-Efficacy on Life Satisfaction of secondary school teachers.

Table 2: Outcome of Testing Hypothesis 1

Self-Efficacy	N	M	t-value	α	df	p	t-critical
High	325	232.09	1.85	0.05	562	0.06	1.96
Low	275	224.94					

*Not significant at 0.05 level

The figure below shows the levels of Self-Efficacy of the subjects falling under high and low levels:

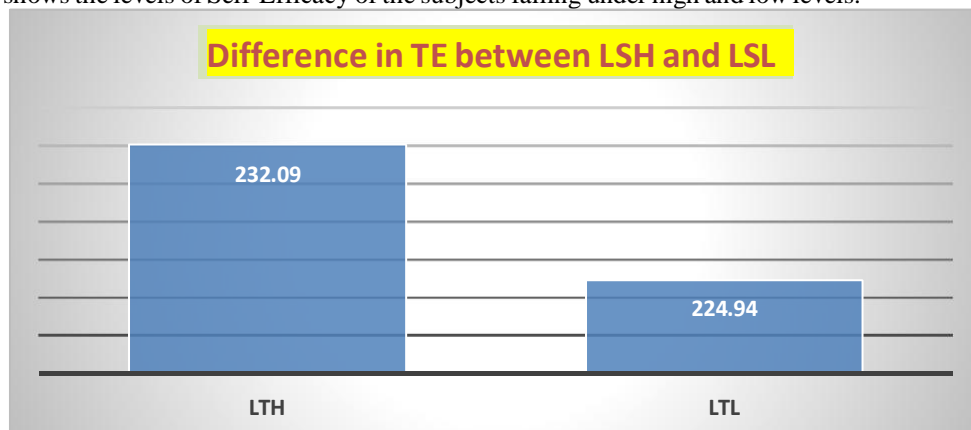**Difference in TE between LSH and LSL**

LTH: 232.09
LTL: 224.94

Fig. 1 Difference in Self-Efficacy with respect to Life Satisfaction

Table 2 above shows a difference between the means of the scores obtained in Life Satisfaction by teachers having High Self-Efficacy and Low Self-Efficacy, and these are 232.09 and 224.94, respectively. The t-value 1.85 is not significant at 0.05 level because this is less than the t-critical value 1.96. So, the Null hypothesis is not rejected at 0.05 level of significance.

There exists no significant difference between High and Low levels of Self-Efficacy on Professional Commitment of secondary school teachers.

Table 3: Outcome of Testing Hypothesis 1

Teaching Effectiveness	N	M	t-value	α	df	p	t-critical
High	325	326.20	*3.07	0.05	569	0.00	1.96
Low	275	309.37					

*Significant at 0.05 level

The figure below shows the levels of Self-Efficacy of the subjects falling under high and low levels:
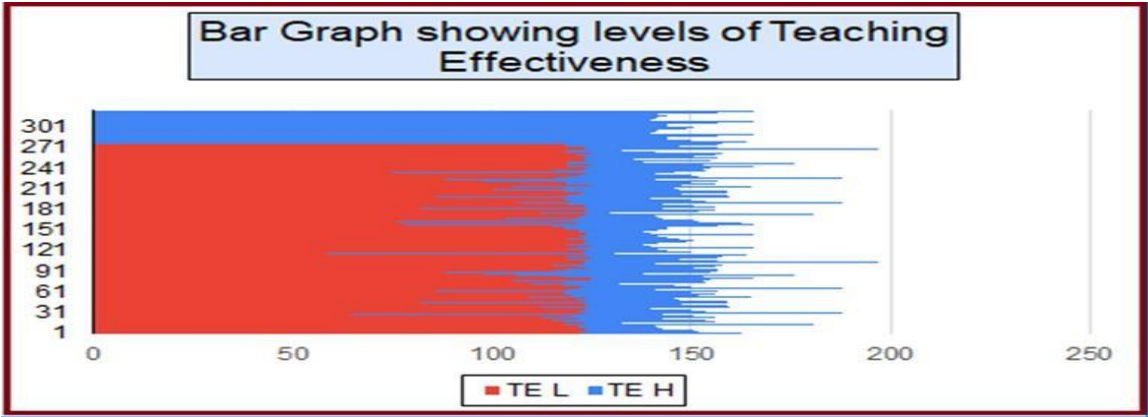
Fig. 2 Bar graph showing levels of Self-Efficacy

Table 3 above shows a difference between the means of the scores obtained in Professional Commitment by teachers having High Self-Efficacy and Low Self-Efficacy, and these are 326.20 and 309.37, respectively. The t-value 3.07 is significant at 0.05 level of significance. The Null hypothesis is rejected at a 0.05 level of significance. It is established that a significant difference in Professional Commitment exists among the subjects between High and Low levels of Self-Efficacy. The mean difference shows a higher level of Professional commitment. The more teachers possess high Self-Efficacy, the more they show professional commitment, and the reverse is observed for teachers having a low level of Self-Efficacy. This proves that teachers having better teaching skills and dexterity show a higher level of professional commitment, and they are true to their profession at TEH > TEL.

DISCUSSION:

This research was intended to study Self-Efficacy on secondary school teachers' life satisfaction and professional commitment. Statistical approaches were adopted to observe the relationship between life satisfaction and professional commitment as a dependent variable and Self-Efficacy as an independent variable. First, the difference in life satisfaction and professional commitment with respect to the levels of Self-Efficacy was observed by applying the t-tests. It was found in this research that a significant difference doesn't exist in the main effect of Self-Efficacy on life satisfaction, and it was found in this research that a significant difference was found in the main effect of Self-Efficacy on the professional commitment of secondary school teachers. It was found in this research that significant difference doesn't exist in respect of high and low levels of Self-Efficacy on the life satisfaction, a previous study conducted by Salim (2024) determined that exists no significant difference of life satisfaction and individual performance perception levels of Self-Efficacy and significant difference exist in respect of high and low levels of Self-Efficacy on the professional commitment of secondary school teachers, a previous study conducted by Kaur, Khushwinder (2015) also found significant difference in self-efficacy of male and female secondary school teachers of Punjab.

CONCLUSIONS:

This study has provided a comprehensive exploration of the intricate connections between life satisfaction and professional commitment, and Self-Efficacy among secondary school teachers. Through an analysis of existing literature and theoretical frameworks, we have highlighted the critical role that professional commitment plays in shaping teachers' behaviors, attitudes, and instructional practices. Furthermore, we have underscored

the importance of Self-Efficacy beliefs in driving teachers' commitment in the classroom. Moreover, our examination of the influence of Self-Efficacy has revealed the nuanced ways in which teachers' educational backgrounds contribute to their life satisfaction and professional identities and perceptions of efficacy. While academic credentials provide a foundation for effective teaching, other factors such as experience, ongoing professional development, and contextual considerations also significantly impact teachers' commitment and effectiveness. By synthesizing these findings, we have contributed to a deeper understanding of the factors that shape teacher quality and educational outcomes in secondary schools. Moving forward, it is essential for educational stakeholders to recognize the complex interplay between life satisfaction and professional commitment and Self-Efficacy and to prioritize policies and practices that support and empower teachers in their professional endeavors. Ultimately, by fostering a culture of continuous learning, collaboration, and support, we can create environments that enable teachers to thrive and, in turn, facilitate enhanced learning experiences and outcomes for secondary school students.

Implications of the Study:

The findings of the study help to understand the effects of the Self-Efficacy of school teachers on their life satisfaction and professional commitment. The life satisfaction and professional commitment of secondary school teachers is multi-faceted, suggesting important directions for educational policy, teacher training, and school administration practices.

Teacher Training and Professional Development: The significant impact of the Self-Efficacy of school teachers on their professional commitment highlights the need for robust teacher training programs that build these attributes. Professional development initiatives should

focus on enhancing teachers' instructional skills and self-belief through continuous education, mentoring, and peer support systems. Programs that include strategies for effective classroom management, innovative teaching methods, and reflective practices can foster a sense of competence and effectiveness among teachers.

School Leadership and Support Systems: School administrators should create supportive environments that bolster teachers' Self-Efficacy. This can be achieved by recognizing and rewarding effective teaching, providing constructive feedback, and offering opportunities for professional growth. Additionally, fostering a collaborative school culture where teachers feel valued and supported can enhance their professional commitment and job satisfaction.

Educational Policy and Resource Allocation: Policymakers should prioritize funding and resources towards initiatives that directly impact teachers' Self-Efficacy and effectiveness. Investments in teacher training programs, mental health resources, and classroom technology can create environments that support effective teaching and professional growth. Policies that reduce administrative burdens and allow teachers more time to focus on instructional practices can also enhance their professional commitment.

By addressing these implications, educational stakeholders can create a more supportive and effective teaching environment, ultimately leading to enhanced professional commitment among secondary school teachers. This holistic approach can contribute to a more motivated, resilient, and satisfied teaching workforce, which is crucial for the overall quality of education.

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