

Professional Commitment and Teaching Competency as Psychological correlates of Teaching Effectiveness and major predictors of Teaching Effectiveness

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ABSTRACT

Education is the key which helps to eradicate all kinds of social evils. Secondary education is as necessary for the development of the country as much is the requirement of bread, cloth and home. To make secondary education foundation of the education system there is requirement of competent and committed teachers and this is possible only when society and state makes an effort to provide conducive working environment and a good Social support for school teachers. A committed employee is an asset of any Institution and occupies the most important place in an educational institution because they are in charge of the future of the nation. Need of the nation is not only to attract but also to retain committed teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their commitment to the profession. Need of strong and empowered secondary education system is well defined for a developing nation like our's. To prove the strength of our educational system we require teachers who are trained, and who are aware of their duties thus they will perform their jobs with the best they can afford. This is the reason that the researcher decided to explore Teaching Competencies and Professional Commitment among school teachers. In this regard there is a need of systematic study on teaching effectiveness and professional competency among higher competency exhibited by teachers. The role of teacher is to concentrate on the facilitation of learning and development of all students to the practical abilities of the teacher. They should have deep understanding of the students, the subject they teach, the nature of learning and the world around them. Teachers shouldn't bore, demean or confuse students but they should be brought to interact with important knowledge. Conceptions should be developed and misconceptions should be avoided. The emergence of a globalised world in a frame work of competitions together with the pressure of an exploding knowledge base has given rise to new challenging roles for the secondary teachers. The study will help to know how far they are equipped and trained themselves so as to cope with the challenges in modern education system especially in the final stage of schooling. Therefore, the present study reveals the existing status of teaching effectiveness and professional competency among 200 secondary school teachers working under Government in Sitapur district of Uttar Pradesh, state in India.

Keyword: , Social evils, Competencies, secondary education system, work environment

Education leads to change...a change towards growth, a change in thinking and a change in positive direction. It's the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. The commitment and competency of teacher is considered to be associated with his satisfaction with the job, attitude towards the profession etc.

Education is the only instrument to bring about desirable social change. The importance of education is quite clear: it is the knowledge of putting one's potentials to maximum use. The development of a nation depends upon the number educated citizens who have access to quality education, which in turn depends upon the competence, dedication or commitment and quality of teacher. **Education is the only instrument to make preamble true and only means for desirable social change.** Article 1 of the Declaration of Human Rights

(1948), adopted by UN says, —All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. The importance of education is quite clear. Education is the knowledge of putting one's potentials to maximum use. One can safely say that a human being is not in the proper sense till he is educated.

The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. The quality of their education depends upon the competence, dedication and quality of school teacher. It is not brick and mortar of the classroom, but the dialogues rapport and interactions supported by deeds, between the learners and the teachers, all the time developing within its four walls can make or mar the destiny of the youngsters and in turn that of the nation. This importance of education is basically for two reasons. The first is that the training of a human mind is not complete without education. Education makes man a right thinker. It tells man how to think and how to make decision. The second reason for the importance of education is that only through the attainment of education, man is enabled to receive information from the external world; to acquaint him with past history and receive all necessary information regarding the present. Without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world. Education is thus the starting point of every human activity.

TEACHING COMPETENCE AND SKILLS: MEANING AND NATURE

The possession of skills is an essential feature of any profession. Skills provide a means for professionals to put theoretical knowledge into practice. Effective teachers should possess skills and competence that set them apart not only from non-professionals i.e., non-teachers but also from ineffective teachers. Effective teachers can not only do things in the classroom that others cannot, but they can also understand the relationship between their actions and the effects of those actions on the students. These days our aim is to provide mass education. The teachers we need can be made available through appropriate education and training. The skills required by them can be taught, practised, evaluated, predicted and controlled. In short, these skills can be acquired through education and training.

Throughout this course we have been discussing various principles and practices of the teaching-learning process. By now you might have realised that teaching-learning is a complex process. It consists of various activities to be performed by the teacher. These activities may be: introducing the lesson, demonstrating experiments, providing feedback, explaining concepts and principles, questioning, drawing figures, writing on the blackboard, using teaching aids and other means of communication, etc. The activities and behaviours that facilitate learning in students are called teaching skills. Thus instructional techniques and procedures used by the teacher in classroom are known as teaching skills. From the instructional point of view, the teacher employs teaching skills in the classroom or school setting.

The teaching skill is a set of strictly overt behaviours of the teacher (verbal and non-verbal) that can be observed, measured and modified. Teaching skills have essentially three components (Singh & Joshi, 1990). They are :

Perception : Teaching skills have a perceptual component for observing and receiving feedback. The teacher observes and selects appropriate skills to be acquired by him.

Cognition : Cognition refers to the behaviour or experience of knowing in which there is some degree of awareness, as in thinking and problem solving. Skills are thus cognitive strategies that allow the teachers to complete their assigned tasks i.e., teaching-learning activities which they learn through education and training. The knowledge thus acquired develops in teachers the ability to make interpretations, and form judgements and decisions about various teaching-learning activities.

Action : Teaching skills demand every teacher to actually practise his/her perceived and acquired knowledge in an effective manner in the classroom. This is so because teaching skills are a set of strictly overt and observable behaviours. We assume that the effective teachers need three essential kinds of knowledge before they can teach the class confidently. These are : knowledge of content, knowledge about the students they are going to teach and the learning process; and knowledge of teaching strategies. Teachers also need appropriate opportunities to practice what they have learnt through simulated or workshop experiences.

Teachers are expected to be knowledgeable in the areas outside their specialisation as well. Educated teachers, with wide knowledge, command the respect of fellow teachers and the people in their communities. In rural

areas the teacher is consulted in various decision making processes; he/she is therefore expected to be well informed on a whole range of issues, e.g. local national politics, Indian history, country's geography, etc. We are clear in our approach that we are going to provide some inputs in making you a well informed and knowledgeable teacher. Your own efforts towards life-long learning **will** enable you to acquire the necessary competence.

Teacher educators often recommend that in order to be successful, teachers must know the students and their learning characteristics. The students differ from each other. The teachers should assist every student in **his** growth and development throughout the school years. You should therefore continue to learn more about your students in the context of their lives within and outside the classroom. We know that learning is neither easy nor simple; teaching too is difficult as well as complex. Therefore, defining teaching skills is a difficult task. The nature of teaching skills is quite complex. We therefore should not hasten to define teaching skills without understanding the complex nature of teaching skills which have external features (e.g., presenting content, managing class, etc.) and internal features (eg., teacher's attitude towards students and their learning, motivation, etc.). Teaching behaviours/skills should therefore be studied in a systematic and integrated fashion because teaching skills have many components. These components account for the teacher's resourcefulness in helping the students to attain their objectives.

Meaning of Teaching Effectiveness:

The term teaching effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness include efficacy in strategies of instruction, student and classroom management, inter personal relations, evaluation and feedback etc. The teacher effectiveness is made up of two familiar words 'teacher' and 'effectiveness'. Teacher is a person who teaches i.e. impart knowledge or skills to the learner. 'Effectiveness' is the quality of being successful in producing an intended result' (Collin's English Dictionary)

The three terms, school effectiveness, teacher effectiveness and educational effectiveness, are used inconsistently in the literature, but are interrelated. We are taking school effectiveness to mean the impact that school-wide factors, such as leadership, school climate, and school policies, have on students' cognitive and affective performance. Teacher effectiveness is the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students' performance. Educational effectiveness can refer to either of the above, but we are using it to mean the interactions between the school, classroom and individual student levels and their contributions to students' performance. (Educational effectiveness can refer also to the functioning of the system as a whole, but we are not treating this aspect substantively.)

It can be concluded with the above discussion that the teacher effectiveness will be considered with the professional skills and professional quality of a teacher. Therefore, the professional competency has a significant role in teacher effectiveness.

Review of Literature

The review of related literature has the great significance for researcher, as it guides the investigator to know about the amount of work done in the discipline in which the investigator is conducting the research. It also directs the researcher to tackle the problem chosen for research and avoids the risk of duplicity in research. It is certain that the review of related literature saves time, money and energy of investigator.

In the words **C.V. Good** : "The survey of related literature may provide building hypotheses, suggestive methods of investigation and comparative data for interpreting purpose."

Lam (2000) conducted a study to find out the effect of thinking styles on teachers of different subjects. He used the Thinking Style Scale developed by the Zhang (1997) based on the Sternberg Thinking Scale. For the study the randomly selection of 200 teachers, where n=75 arts teachers and n=125 science was done.

Major Findings: The study revealed that art teachers in Hong Kong score higher on local thinking than science teachers. In the study, it was found that the science teachers scored higher on executive thinking than the art teachers done, whereas the art teachers preferred legislative thinking than science teachers.

Timothy (2000) conducted a study on professional commitment among US physician executives in managed care. This paper examines professional commitment among physician executives working in managed care settings in the United States. The rise of an 'administrative elite' in medicine is central to the notion that

physicians preserve their professional dominance despite changes in their prestige, work and employment status. Implicit in the notion of Freidson's restructuring perspective, physician executives presumably remain dedicated to professional interests in their management roles.

Major Findings: The findings of a national survey support this assumption.

Physician executives maintain meaningful, stable levels of professional commitment over time in management and the organization. This commitment is positively related to work-related characteristics involving favourable perceptions of the management job and physical and mental 'connection' to the practice of medicine. Belief in one's ability to successfully deliver appropriate clinical care, however, moderates the positive association between involvement in the management job and professional commitment. The findings provide a rationale for the maintenance of professional loyalty among physicians in management rooted in the work-related perceptions and activities of the individual physician executive.

Crosswell and Elliot (2001) studied the various dimensions of the commitment. This study sought to map what is thought to be the collective mind of a group of teachers. The geographical areas for this study covered Brisbane (Suburban), Rockhampton (regional) and Longreach (rural/remote). 30 teachers from different sites with extended teaching experience were interviewed. A selection of teachers from each school was made based on criteria of experience, gender and teaching areas following discussions with the school principal. Interviews lengths ranged from fortyfive minutes to up to one hour each. A semi-structured interview format was used, using a standard set of questions. The collected data was analysed in order to identify each teacher's conception of commitment and any factors that impacted on their levels of commitment across the course of their career.

Major Findings: From the data six conceptions of teacher commitment have been identified. These six categories represent different ways that teachers perceive, understand and conceptualise the phenomenon of teacher commitment. Amongst this sample of teachers there exists a wide-spread connection between the notion of being passionate and the conceptualizing of teacher commitment. Thus, they concluded that there is a very intimate connection between a 'passion' for the work of teaching and teacher commitment.

Giodiyal (2000) attempted to study the teachers work values in relation to their job satisfaction job development and work involvement. The study was conducted on 200 teachers of 22 primary school of Malappuram and Calicut districts. Work values questionnaire developed by Elizur was used for study.

Major Findings: She concluded that there is positive correlation among all these variables. Age groups and subjects taught did not have any influence over value.

Punia (2000) conducted a study on commitment among university teachers. The main objective of the study was to assess the commitment on two dimensions organizational commitment and job commitment. "Teachers commitment scale constructed and standardized by the investigator was used for getting data regarding commitment among teachers. Statistical techniques like Mean, SD and t-test of significance were used for comparing the commitment among teachers with regard to their age and gender.

Major Findings: The analysis of data reveals that teachers of different age groups were not equally committed. Young teachers were more committed towards the profession. He found that university teachers were more committed towards their job compared to their organization.

Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2015) presented important competencies through their study such as, Analytical & Problem Solving, Conceptual Thinking, Mental Skills, Communication Skills, Knowledge and information orientation, Emotion Handling & Persistence, Self Dependence & Confidence, Adaptability, Concern For Standard & Achievement, Being open & receptive, Planning & Organizing, Interpersonal Management, Impact & influence, Discipline & Delegation and Occupational Attachment & Organizational Setting. These competency areas can form the basis for recruitment, training and performance appraisal requirements in the context of Management teaching.

Tyagi, S. (2018) found that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influenced on different dimensions of their teaching effectiveness of secondary school teachers.

Pachaiyappan & Raj (2014) revealed that there is a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management.

Lalitha (2016) in the studies presented teaching competencies as Planning skills, Presentation skills, Managerial skills, Closure skills and Evaluation Skills.

Jennings and DiPrete (2010) found correlations of 0.15 between teacher effects on students' social and behavioral outcomes and effects on either math or reading achievement.

Kraft and Grace (2016) found correlations between teacher effects on achievement outcomes and multiple social-emotional competencies were sometimes non-existent and never greater than 0.23.

Similarly, **Gershenson (2016) and Jackson (2012)** found weak or null relationships between teacher effects on students' academic performance and effects on observed schools behaviors. However, correlations from two other studies were larger.

Ruzek et al. (2015) estimated a correlation of 0.50 between teacher effects on achievement versus effects on students' motivation in math class.

Mihaly, McCaffrey, Staiger, and Lockwood (2013) found a correlation of 0.57 between middle school teacher effects on students' self-reported effort versus effects on math test scores.

RATIONALE OF THE PRESENT STUDY A committed employee is an asset of any Institution and occupies the most important place in an educational institution because they are in charge of the future of the nation. Need of the nation is not only to attract but also to retain committed teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their commitment to the profession. Need of strong and empowered secondary education system is well defined for a developing nation like ours. To prove the strength of our educational system we require teachers who are trained, and who are aware of their duties thus they will perform their jobs with the best they can afford. This is the reason that the researcher decided to explore Teaching Competencies, Perceived Job Stress and Professional Commitment among school teachers. NCTE 2015, in *REPORT OF SECONDARY EDUCATION ASSESSMENT* proposed the need for identifying the major determiners of teaching effectiveness. Also the Review of Literature led the researcher to explore the major predictors of teaching effectiveness the teachers.

Social Welfare department published in its annual report that for enabling students to acquire the skill and knowledge so that they can shape their career in right direction and after attaining minimum standards of any job the study they do should be fruitful. This is only possible when they realize that its not their commitment only towards student but also to society, they should apply their skill competencies to make their teaching effective. UP government has announced to train the teachers through NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) and many teaching based trainings, in service programmes are available free for teachers, But the progress report suggests that only 25.6% teachers completed their training yet. Definitely this is related to their Professional Commitment, Teaching Competency, Job Stress and prominently with their Teaching Effectiveness.

In this regard there's a desire of systematic study on teaching effectiveness and professional competency among higher school teachers for the analyzing the context of teaching effectiveness and professional competency exhibited by teachers.

OBJECTIVES

- 1) To see the relationship between Professional Commitment and Teaching effectiveness .
- 2) To see the relationship between Teaching Competency and Teaching Effectiveness .
- 3) To see the relative contributions of Professional Commitment, Teaching Competencies on Teaching Effectiveness.

HYPOTHESIS

- **Hypothesis 1-** The relationship between Professional Commitment and Teaching effectiveness will be positive.
- **Hypothesis 2-** The relationship between Teaching Competency (Over all and area wise) and teaching effectiveness (overall and area wise) will be positive.

- **Hypothesis 3-** Professional Commitment, Teaching competency will significantly predict Teaching effectiveness of Teachers.

METHODOLOGY

Nature of the study: The present study will be Correlation in nature. Thus Correlational research design is used for the purpose of analysis.

Variables:

PREDICTOR VARIABLE-

- Professional commitment
- Teaching Competency

CRITERION VARIABLE- Teaching Effectiveness

Sample: The sample size of the present study is 200 respondents/teachers of State government secondary schools.

For the selection of Institution, A list of all the state government secondary schools of the Sitapur city is obtained and the selection of the teachers was done on the basis of convenience by Incidental Sampling.

➤ **Inclusion Criterion** –

- ❖ Teachers of Government schools will be selected.
- ❖ Male and Female Teachers will be included in the present research.
- ❖ Teachers having experience of more than one year will be included.

➤ **Exclusion Criterion** –

- ❖ The teachers working on Ad-hoc and contractual basis will not be included in the present study.
- ❖ Teachers teaching in the Urban areas of selected city were excluded.
- ❖ Teachers working in private and aided schools were not included in the present study.

Tools:

(1) General Teaching Competency Scale by B.K Passi (HINDI)

There are 21 items related to 21 teaching skill. They are related to five major aspects of classroom teaching namely-planning, presentation, closing, evaluation and managerial. It is 7 point rating scale. It is standardized on secondary school teachers.

(2) Professional Commitment Scale for Teachers by Ravindar Kaur, Sarbjit Kaur Ranu & Sarvjeet Kaur Brar Scale for teachers (HINDI)

This scale consists 45 items in five areas:-

- A] Commitment of Learner
- B] Commitment of Society
- C] Commitment to Profession
- D] Commitment to attain Excellence
- E] Commitment to basic human value.

(3) Teacher Effectiveness scale by Umme Kulsum (ENGLISH)

This scale claims to measure five areas of teacher effectiveness namely,

- 1] preparation and planning for teaching
- 2] classroom management
- 3] knowledge of subject matter
- 4] personality characteristics
- 5] Interpersonal relations all comprising 60 statements

DATA COLLECTION

The data of 200 respondents have been collected from secondary school of rural area of Behta Block, Sitapur district. The data was collected by using above mentioned sample tools.

DATA ANALYSIS

Data was analyzed with simple statistical techniques such as calculating measures of Pearson product moment correlation.

For finding the major predictors of Teaching Effectiveness Stepwise Multiple Regression Analysis was employed.

RESULTS and INTERPRETATION- The computed results and their detailed interpretation are as follows-

TABLE- Showing Correlation Values among Predictor Variable and its Sub-areas with Criterion Variable & its Sub-areas

Sub Areas of Predictor Variables	CRITERION VARIABLE- Teacher Effectiveness & Sub-areas					Total Score of Teacher Effectiveness
	Y1 Preparation and Planning of teaching	Y2 Classroom management	Y3 Knowledge of Subject matter	Y4 Teacher characteristics	Y5 Interpersonal Relations	
X7 Planning-GTCS	0.516**	0.456**	0.489**	0.477**	0.47**	.543**
X8 Presentation-GTCS	0.575**	0.505**	0.54**	0.54**	0.541**	.599**
X9 Closing-GTCS	0.445**	0.423**	0.358**	0.44**	0.405**	.471**
X10 Evaluation-GTCS	0.515**	0.438**	0.491**	0.457**	0.486**	.531**
X11 Managerial-GTCS	0.426**	0.347**	0.394**	0.352**	0.344**	.428**
Total score of Teaching Competency						0.538**
X12 Commitment of Learner	0.423**	0.404**	0.394**	0.408**	0.34**	.451**
X13 Commitment to Society	0.353**	0.345**	0.32**	0.353**	0.32**	.232**
X14 Commitment to Profession	0.233**	0.245**	0.192**	0.242**	0.208**	.388**
X15 Commitment to Attain Excellence	0.233**	0.245**	0.192**	0.242**	0.208**	.252**
X16 Commitment to Basic Human Values	0.337**	0.325**	0.327**	0.346**	0.346**	.377**
Total Score PCST						0.375**
**Correlation is significant at 0.01 level						
*Correlation is significant at 0.05 level						

The scores for the analysis were obtained on the basis of responses of secondary school teachers on the four standardized measuring devices viz Teaching Effectiveness, Perceived Job Stress, Teaching Competency and Professional Commitment.

The significant relationship was found between Professional commitment and teaching effectiveness. There has been found a significantly positive relationship between professional commitment [overall & areawise: Planning (x7), Presentation (x8), Closing (x9), Evaluation (x10) and managerial (x11)] and teaching effectiveness [overall

& areawise: Preperation & planning of teaching (y1), classroom management (y2), knowledge of subject matter (y3), Teacher characteristics (y4) and Interpersonal relations (y5)]. The correlation coefficient was significant on 0.01 level.

The table also represents that that the predictor variable Teaching competency was positively and significantly correlated [overall & areawise: Commitment of learner (X12), commitment to society (X13), commitment to profession (X14), commitment to attain excellence (X15) and commitment to basic human values (Y16) with Teaching effectiveness [overall & areawise: Preperation and planning of teaching (Y1), classroom management (y2), knowledge of subject matter (Y3), Teacher characteristics (Y4) and Interpersonal relation (Y5)]. The correlation coefficient between Teaching competency and teaching effectiveness was found 0.375, it was significant on 0.01 level.

Hypothesis 1-The relationship between professional commitment and teaching effectiveness will be positive. To test this hypothesis coefficient of correlation between professional commitment and teaching effectiveness was calculated. The result thus obtained have been recorded in the table the table clearly illustrates that teaching effectiveness and professional commitment of government school teachers were significantly correlated all the sub areas of professional commitment like planning ,presentation, closing, evaluation managerial was significantly and positively correlated overall and area wise with teaching effectiveness Over all and area wise of learners, they facilitated learners to participate in various social activities that teaches commitment to the society make the realisation of the most effective agent for bringing the social change the self image of teachers were highly related to their teaching effectiveness. It was reflected in their classroom management strategies, the citations they give to learners on a subject matter. Teachers commitment to attain excellence reinforce them to enhance their teaching effectiveness through online seminars ICT based trainings innovation in teaching learning materials etc. The result indicates that their learning in classroom teaching and the subject matter was very effective and students level of understanding excelled and most of the students were assessed as achievers of minimum learning standards so so they form.

Hypothesis 2- The relationship between teaching competency and teaching effectiveness will be positive. To test this hypothesis coefficient of correlation between Teaching competency and teaching effectiveness was calculated. The result thus obtained have been recorded in the table the table clearly illustrates that teaching effectiveness and teaching competency of government school teachers were significantly correlated all the sub areas of professional commitment The teachers competency over the various competencies is a Royal Road to effective teaching. The term competency referred as a criteria that determine teaching effectiveness (ebel 2009). The results leads the researcher to formally interpret that the teachers who were effective they were competent in the the content selection psychological organisation of content so to relate the learners previous knowledge with the the new knowledge.

Table 2 Showing the relative contribution of Teaching Competency and Professional Commitment pertaining to Total Teaching Effectiveness

VARIABLES	R	R SQUARE	ADJUSTED R SQUARE	F CHANGE	Sig.
X11	.687e	0.472	0.458	4.345	.000 ^f
X4	.678d	0.46	0.449	6.357	.000 ^e
X9	.665c	0.442	0.434	14.557	.000 ^d
X12	.633b	0.401	0.395	13.698	.000 ^c
X8	.599a	0.359	0.356	10.948	.000 ^b
X1	.452c	0.204	0.192	14.048	.000 ^d
X2	.384b	0.147	0.139	9.793	.000 ^c

As per table-3.7 we can see that 'Managerial'(X11) has the highest F value. It means that 'Managerial', has the strongest contribution upon the Teaching Effectiveness. The next second highest predictive power was found was of 'Role Ambiguity'(X4).It means that Teaching Effectiveness is significantly predicted by closing. The importance of 'Closing'(X9) on the teaching effectiveness also have been seen. 'Closing' is the

third highest strongest predictor. 'Commitment to Learner' (X12) was found to fourth strongest predictor and 'Presentation' (X8) the fifth strongest predictor as their F values ranks on fourth and fifth position. 'Overloadedness'(X1) found to have a significant predictor and it was the sixth strongest predictor. The F value of 'Role Conflict'(X2) reveals that it was the seventh highest last strongest predictor of teaching effectiveness. All the obtained F values were found significant on 0.05 level of significance. 'Overloadedness'(X1) found to have a significant predictor and it was the sixth strongest predictor. The F value of 'Role Conflict'(X2) reveals that it was the seventh highest last strongest predictor of teaching effectiveness. All the obtained F values were found significant on 0.05 level of significance.

Hypotheses 3- Professional Commitment and Teaching Competency will significantly predict teaching effectiveness of school teachers.

The first area of Teaching Effectiveness was Planning, preparation and organization of teaching effectiveness involves the pre making of lesson plans, the examples given by teachers to make teaching interesting and organization of subject matter with the course's objectives and while planning the lessons the teachers main focus should be on individual differences among teachers. This sub area was significantly predicted by teaching competency (Managerial,closing, presentation), and Professional commitment (areas-Commitment to Learner, Commitment to society). Their teaching effectiveness was also effected when the teachers has to do/forces to do apart from the rules and regulations for prescribed job, then their role becomes uncertain or not distinct with reference to the particular job. Teaching effectiveness was also predicted well by the commitment that teachers have to their students and society; likewise when they were having positive attitude for their students, the focus on over all development of students and while explaining any teaching topic they do not discriminate between above average, average or below average students it resulted into a fruitful teaching and each and every students presence in class was increases even their scores in exams got better and the class was well organized, the effectiveness of teaching of present sample was also effected by the teacher's commitment to society; it could be better interpreted in a manner that the teacher who devoted at least a day in a week to discuss on the social issues and their surrounding problems were the most effective teacher because they cited those examples, presented videos related to the topic, so students usually scored good in their subject and their general knowledge was also get better, they also tried to explain and relate the topic with practical examples.

The second area of teaching effectiveness was 'Classroom Management'. This area was significantly predicted by Teaching Competency (Presentation and Closing) and Professional Commitment (Commitment to learner). The teachers in a classroom situation when first assess the possessed knowledge of pupils and then relate the topic of teaching with students previous experiences, they use devices or techniques suitable to maturity level, age level, interest, experience of pupils, while the classroom teaching is going on they ask well structured-relevant-concise questions and put them in suitable voice, they often ask prompting questions-seeking informative type questions, they use verbal and non-verbal reinforcers, they are always assigned the work that suited to their job profile.

The third area of Teaching effectiveness was 'Knowledge of subject matter'. This area was significantly predicted by Teaching Competency (Presentation, closing) and Professional Commitment (Commitment to the learner). This area of Teaching Effectiveness was related to the ability of teacher in acquiring, retaining, interpreting and making use of contents of subjects he/she is dealing within the classroom situations. The result showed that when the teachers were well versed in the field of knowledge of the subject matter, the introduced lesson relating to the student's previous knowledge, questions uttered by the teachers was related to the objectives of the lesson, they used appropriate device and techniques, questions asked by them were prompting, refocusing and questions impelled the critical awareness among students, teachers created readiness in pupils regarding what is to be explained. While explaining the introduced lessons teachers use explaining links i.e. words and phrase which indicate that the teacher is explaining. Even the effectiveness of teacher was reflected by the way they illustrate the concepts and principles like what kind of example the present among the students it was clearly associated with their knowledge of subject matter, the appropriateness of their knowledge of subject matter included the written work they give on blackboard i.e the points written were brief-simple-diagrammatic illustration developed along with the lesson. The stressors like Role conflict, powerlessness and role ambiguity negatively related to the teaching effectiveness. When the teachers perceived the incompatible work demand, they couldn't devoted their time to explore new development in area of teaching particular topic. The time they could devote in preparing their lessons was indulged in unwanted activities and they were not in a position to control or sufficient power to act according to their need/wishes. These stressors effected their teaching effectiveness. Their free time couldn't be utilized by them; that they thought to use through excursion or field projects. The commitment towards their learners always forced them to present the new examples, new audio/videos, day today events

so that the learners could get insight into the subject they study.

The fourth area of teaching effectiveness was 'Teacher Characteristics'; this area was significantly predicted by Teaching Competency (Presentation and closing) and Professional Commitment (Commitment to Learner). The results reveals that the teachers when they were not under stressful situations, they have healthy relationship with colleagues, officers and subordinates. They felt free; they presented their lessons with more commitment to learners. Whenever they did not perceived obstacles in attaining the desired goal they exhibited their teacher characteristics in a more effective manner i.e they always possessed supportive behavior to their staff, they were emotionally balanced, fairly good memory they have, they sensed their duty and responsibility and tried to achieve the expected outcomes in a definite time. Above all the predictor variables predicted that effective teaching not only affected their behavioral teaching methods but also the teacher take criticism from others as a feedback for their own self improvement.

The fifth and last area of teaching effectiveness was 'Interpersonal Relations'. This area was significantly predicted by Professional Commitment(Commitment to learner-profession-achieve excellence and commitment to basic human values) and Teaching competency (Presentation, closing). The results clearly suggest that when teachers were professionally committed to learners and their profession; they had a positive job attitude, they pay attention equally on each and every learner. They were determined to the over all development of the students/learners, their commitment to attain excellence make them realize that perfection and effectiveness in teaching was endless process, their professional ethics demands them to maintain the ideal professional relationship. Furthermore their role as a teacher was well defined and they were not overloaded with extra work and no ambiguous task was assigned like taking classes of some other teachers, explaining concepts of other subjects. Teachers felt minimal stress and presented the whole learning points systematically and they used all remedial measures to increase the learning of students. Thus they were able to adopt themselves and maintain cordial relations with colleagues, pupil and with their parents/guardians too.

Conclusion- The above result table shows the magnitude of coefficient of correlation it could be concluded that teaching effectiveness was positively and significantly correlated with professional commitment and teaching competency. Therefore Hypotheses 1 and 2 is confirmed. The teaching effectiveness of teachers incorporates their preparation and planning of teaching, their effective classroom management, their knowledge of subject matter, the teachers characteristics and their interpersonal relations in school. The area of Teaching Competency (Presentation, closing, managerial) and areas of Professional commitment (Commitment to learners) emerged as a major predictor variables. Thus keeping in view the magnitude of F value; it can be concluded that the Hypotheses 3 is accepted.

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