

The Relationship between Teachers' Self-Efficacy and Professional Commitment in Basic Education High Schools

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Abstract

The general objective of this research was to study the relationship between teachers' self-efficacy and professional commitment in Basic Education High Schools. The specific objectives were to identify the level of teachers' self-efficacy, to investigate the level of teachers' professional commitment, to examine the variations in teachers' self-efficacy according to demographic data, to find out the variations in teachers' professional commitment according to demographic data and investigate the relationship between teachers' self-efficacy and their professional commitment. The mixed method was used in the study. The participants were 200 teachers from Basic Education High Schools in Mrauk-U Township, Rakhine State selected by using proportional stratified sampling method. The questionnaire survey was carried out to collect the required data. The two sets of questionnaires for teachers' self-efficacy and their professional commitment were modified based on Teacher Self-Efficacy Scale by Bandura (2006) and teachers' commitment areas by Dave (1998) and the literature review. The reliability coefficient (Cronbach's alpha) for teachers' self-efficacy questionnaire was 0.92 and that for their professional commitment was 0.90. Descriptive statistics, Independent Samples *t* Test, One-Way Analysis of Variance (ANOVA), and Pearson Product Moment Correlation were used. For qualitative study, open-ended questions were employed. The level of teachers' self-efficacy was high (Mean=3.47) and teachers' professional commitment level was also high (Mean=3.50). Teachers' self-efficacy significantly differed according to their gender and age groups. Teachers' professional commitment showed a significant difference according to their gender. It was found that there was a significant and positive moderate relationship between teachers' self-efficacy and their professional commitment. This study implied that the higher the teachers' self-efficacy, the higher their professional commitment.

Key words: Professional Commitment and Self-efficacy

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