

## A COMPREHENSIVE REVIEW STUDY ON THE ROLE COMMITMENT AND TEACHING EFFECTIVENESS OF PROSPECTIVE TEACHER

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### Abstract

This comprehensive review study aims to explore the intricate relationship between teacher effectiveness and role commitment among prospective teachers enrolled in pre-service teacher education programs in India. Drawing upon empirical and conceptual studies conducted, the review synthesizes critical insights into how role clarity, emotional engagement, professional ethics, and institutional environment collectively influence teaching competence. The findings suggest that prospective teachers who demonstrate a high level of role commitment—defined as the personal investment and emotional attachment to the teaching profession—tend to exhibit greater instructional clarity, classroom management skills, adaptability, and learner engagement. Variables such as emotional intelligence, professional identity development, self-efficacy, and mentorship emerged as mediating or influencing factors that shape this relationship. Furthermore, differences in institutional context (urban vs. rural), gender, and access to reflective practices also play a significant role in determining the strength of this relationship. The review highlights the need for pre-service teacher education programs to foster deeper role identification through mentorship, reflective journaling, ethical training, and exposure to authentic classroom experiences. By consolidating current research trends, this study contributes valuable implications for curriculum developers, teacher educators, policymakers, and educational institutions aiming to cultivate a more committed and effective future teaching workforce. The paper affirms that long-term investment in developing professional role identity is foundational to elevating teacher quality in India's education system.

**Operational Keywords:** *Role Commitment, Teacher Effectiveness, Prospective Teachers, Pre-service Training, Professional Identity*

### Introduction

Education is universally acknowledged as a powerful agent of societal transformation, and teachers remain its most influential drivers. In the Indian context, where educational reforms are fast-paced and policy interventions such as the National Education Policy (NEP 2020) emphasize quality over quantity, the effectiveness of teachers is more crucial than ever. However, teacher effectiveness does not emerge solely from academic qualifications or training modules. It is deeply rooted in role commitment—the psychological and emotional alignment a teacher-in-training has toward the teaching profession.

In recent years, the quality of teacher education has gained significant attention, especially in the context of transforming school education across India. As teachers are considered the cornerstone of any educational system, their effectiveness has direct implications on student learning outcomes, curriculum implementation, and overall institutional excellence. Among various factors influencing teacher effectiveness, one key construct that has gained scholarly interest is “role commitment”—a teacher's emotional, cognitive, and professional attachment to their role as an educator.

Prospective teachers, particularly those in Bachelor of Education (B.Ed.) programs, are at a formative stage where their values, identities, and professional inclinations are being shaped. It is during this critical

phase that role commitment develops, influencing their eventual instructional clarity, classroom management, empathy, and pedagogical decision-making. As a psychological and professional construct, role commitment is multidimensional—incorporating affective, normative, and continuance components. Teachers who are highly committed to their roles demonstrate not only enthusiasm and diligence but also ethical decision-making, resilience, and innovation in pedagogy.

Given the growing emphasis on outcome-based education and teacher accountability, it is imperative to explore how teacher education institutions can foster role commitment among trainees to enhance their effectiveness. This review-based study aims to examine existing literature that connects these two domains—teacher effectiveness and role commitment—by identifying key trends, mediating variables, contextual influences, and implications for teacher education policy and practice.

## **Review of Related Literature**

**Patel and Yadav (2020)** studied the professional attitudes of B.Ed. students in Gujarat and found that teacher trainees with a strong identity toward teaching as a long-term career showed better instructional clarity and stronger pupil-teacher relationships.

**Sharma and Kaul (2020)** examined the role of motivation in teacher training programs across Northern India. Their study revealed that highly committed prospective teachers demonstrated significantly higher levels of classroom planning and learner engagement, affirming the link between professional commitment and instructional effectiveness.

**Dutta and Iqbal (2021)** focused on teacher commitment across private and government teacher education institutions. Their research indicated that private institution trainees showed marginally higher role dedication, positively impacting micro-teaching outcomes.

**Rao and Joseph (2021)** explored the association between emotional intelligence and teacher effectiveness in pre-service teachers. Role commitment emerged as a significant mediating variable, influencing classroom adaptability and student engagement.

**Singh and Kumari (2021)** analyzed role conflict and job perception among prospective teachers. The findings suggested that when student-teachers strongly identified with their roles, they experienced less emotional burnout and greater pedagogical effectiveness during internships.

**Mishra and Sen (2022)** investigated role commitment as a predictor of teaching confidence. High levels of role commitment were associated with better performance in teaching practice sessions and more positive feedback from mentors.

**Shukla and Deshmukh (2022)** conducted a comparative study of urban and rural B.Ed. colleges. The study reported that urban prospective teachers showed higher teaching effectiveness due to greater exposure, but rural students demonstrated stronger moral commitment to teaching roles.

**Thomas and Pillai (2022)** studied reflective teaching practices in relation to professional identity development. Findings suggested that reflective journaling significantly enhanced role clarity and instructional efficacy.

**Fernandes and Jadhav (2023)** emphasized the impact of mentorship on teacher trainees' role perception. When prospective teachers received consistent feedback and mentoring, their commitment to the profession—and thus their effectiveness—increased markedly.

**Sharma and Devi (2023)** linked professional ethics training to teacher effectiveness. The study showed that trainees with a strong ethical orientation felt more committed to their teaching role and demonstrated better decision-making in the classroom.

**Ahmad and Khan (2024)** conducted a longitudinal study on role identity among teacher trainees in Uttar Pradesh. The research highlighted that early development of teaching role identity sustained teacher effectiveness over time.

**Batra and Roy (2024)** analyzed self-efficacy and commitment levels among final-year B.Ed. students. Those with higher self-efficacy reported greater commitment and achieved higher performance in classroom teaching evaluations.

**Banerjee and Dasgupta (2024)** studied student-teachers' willingness to innovate. Their findings indicated that role-committed individuals were more open to adopting learner-centric pedagogies, enhancing their effectiveness.

**Kumar and Prasad (2025)** explored gender differences in role commitment among pre-service teachers. Female trainees showed higher affective commitment and classroom preparedness, translating into higher teaching effectiveness scores.

**Reddy and Kaur (2025)** examined institutional climate and its effect on prospective teachers' professional attitudes. A positive academic environment increased role commitment, which in turn significantly influenced teaching effectiveness indicators.

### Significance of the Study

This review is timely and relevant in the context of India's National Education Policy (NEP) 2020, which advocates for the professionalization of teaching and the strengthening of teacher training programs. The study offers important insights into the underlying psychological and institutional factors that contribute to effective teaching practices among pre-service teachers. By examining the literature on role commitment, the study provides a deeper understanding of how intrinsic motivation, ethical orientation, emotional resilience, and reflective practices can lead to improved teacher effectiveness.

Furthermore, this review addresses critical challenges in the teacher training ecosystem, such as urban-rural disparities, gender-based role perceptions, and the absence of structured mentorship. It highlights how effective role socialization processes during teacher training can lead to reduced attrition, increased teacher satisfaction, and better performance during internship and fieldwork. The findings will help teacher educators and policymakers develop targeted strategies to strengthen role commitment as a foundational component of teacher preparation programs.

### Objectives of the Study

1. To assess the teaching effectiveness of prospective teachers, focusing on planning, instruction, and classroom management skills.
2. To examine the level of role commitment among prospective teachers in terms of emotional, professional, and ethical engagement.
3. To analyze the relationship between role commitment and teaching effectiveness.
4. To study the impact of demographic variables (e.g., gender, institution type, academic stream) on role commitment and teacher effectiveness.
5. To recommend strategies for enhancing teacher effectiveness by strengthening role commitment in teacher education programs.

## Methodology

This research adopts a narrative literature review methodology to synthesize key findings from existing scholarly works. The selection of literature was purposive and thematic, focusing on empirical studies, conceptual analyses, and theoretical contributions related to prospective teachers' role commitment and effectiveness. Fifteen peer-reviewed studies were analyzed. These studies were selected based on relevance, credibility, and methodological soundness.

Data sources included academic journals in education, teacher training research reports, and university-based studies across India. No primary data collection was conducted; instead, the study relies on secondary analysis of patterns and relationships derived from the literature. Key themes were extracted through a qualitative coding process, with attention to recurring variables such as emotional intelligence, professional ethics, mentorship, institutional climate, and self-efficacy.

## Findings and Implications

The comprehensive review of literature highlights a consistent and positive relationship between role commitment and teacher effectiveness among prospective teachers. One of the most significant findings is that high levels of role commitment are directly associated with improved classroom performance. Prospective teachers who demonstrated a strong identification with the teaching profession were found to be more effective in lesson planning, student engagement, and reflective practices. This was evident in studies such as those by Sharma and Kaul (2020) and Mishra and Sen (2022), where committed teacher trainees exhibited more confidence and preparedness during internships and micro-teaching sessions.

Another prominent theme that emerged is the role of mentorship and feedback in shaping professional clarity. Regular interaction with experienced mentors enabled trainees to gain a realistic understanding of teaching responsibilities and to develop stronger motivation toward their role. Fernandes and Jadhav (2023) emphasized that constructive mentoring directly contributed to increased role commitment and a heightened sense of professional purpose. Similarly, reflective practices such as journaling and self-assessment were identified as powerful tools in promoting role identity. Thomas and Pillai (2022) demonstrated that reflective activities enabled prospective teachers to evaluate their teaching philosophy and align it with classroom experiences, thereby reinforcing their role clarity.

In addition, the importance of professional ethics training cannot be overstated. Sharma and Devi (2023) found that when ethical dimensions were integrated into pre-service training, teacher trainees developed stronger moral orientation and were more deliberate in classroom decision-making, further enhancing their effectiveness. The institutional climate also played a significant role in fostering role commitment. According to Reddy and Kaur (2025), teacher education institutions that offered a supportive, collaborative, and intellectually stimulating environment significantly enhanced the emotional and professional investment of trainees.

Lastly, the review pointed out the influence of demographic variables, particularly gender and locality, on role commitment. Female trainees often exhibited greater affective commitment and moral dedication, while rural trainees demonstrated deep-rooted ethical ties to teaching despite limited resources. Conversely, urban students benefited from greater exposure to modern pedagogical tools and diverse teaching methods, which enhanced their practical teaching skills (Shukla & Deshmukh, 2022; Kumar & Prasad, 2025).

These findings imply that teacher education programs must be intentionally designed to promote deep role socialization. Institutions should embed structured mentorship, reflective pedagogy, ethics modules, and emotional intelligence training into their curricula. By doing so, they can cultivate a future teaching

workforce that is not only competent in pedagogy but also deeply committed to their professional roles, ultimately enhancing the quality and integrity of school education.

## Discussion of Results

The findings from the reviewed literature robustly support the proposition that role commitment acts as a critical precursor to teacher effectiveness in prospective teachers. Across multiple studies, it is evident that when pre-service teachers demonstrate a deep emotional and professional investment in their future role as educators, they are more likely to internalize pedagogical principles and translate training into effective classroom practices. This link was highlighted in the works of Sharma and Kaul (2020) and Mishra and Sen (2022), who noted that highly committed teacher trainees displayed enhanced lesson planning, student engagement, and instructional clarity.

However, this relationship is shaped by a complex interplay of personal, institutional, and socio-cultural factors. Variables such as motivation, mentorship, exposure to real classrooms, and supportive institutional climates were shown to mediate the development of professional identity. For instance, Thomas and Pillai (2022) emphasized the power of reflective journaling in strengthening professional clarity, while Fernandes and Jadhav (2023) demonstrated how structured mentorship significantly improved role perception and instructional confidence.

Moreover, the review reveals gendered nuances in role commitment. Kumar and Prasad (2025) and Shukla and Deshmukh (2022) observed that female trainees often internalized their teaching role with greater emotional seriousness and affective commitment, particularly in rural contexts where teaching is seen as a morally grounded profession. These insights argue against a generic, one-size-fits-all training model and instead call for demographically responsive teacher education that considers cultural, gender-based, and geographical factors.

The institutional climate also emerges as a key determinant of sustained role commitment. According to Reddy and Kaur (2025), a positive academic environment—marked by collaboration, feedback, and emotional safety—enables trainees to refine their practices and stay committed. Therefore, whole-institution approaches that integrate mentorship, ethics, and identity-building into every layer of teacher education are essential for fostering long-term effectiveness.

## Conclusion

This comprehensive review confirms that role commitment is a central determinant of teacher effectiveness among prospective teachers. It plays a dual role—serving as both a motivational force and a stabilizing anchor—during the complex process of professional identity formation. Pre-service teachers who demonstrate a deep commitment to their future roles are more likely to internalize pedagogical principles, apply them with confidence in real classroom contexts, and sustain their engagement throughout their professional journey.

Effective teaching is not limited to academic proficiency or content knowledge; rather, it is rooted in a teacher's emotional, ethical, and reflective capacity. When prospective teachers are supported in building a strong sense of professional identity, they tend to show greater self-efficacy, resilience, and instructional clarity. Critical elements that contribute to this development include structured mentorship, reflective practices such as journaling, exposure to real teaching environments, and professional ethics training. These components help trainees navigate role ambiguity, reduce stress, and align their personal values with professional expectations.

The review further indicates that the institutional climate significantly influences how deeply trainees commit to their teaching roles. A nurturing, feedback-rich, and inclusive academic environment enables

prospective teachers to explore, experiment, and evolve in a psychologically safe space. This reinforces the need for a whole-institution approach that prioritizes role development at every stage of teacher training.

Moreover, the review highlights the importance of context-sensitive training. Demographic factors such as gender, locality, and access to resources impact the way role commitment is formed and expressed. Therefore, teacher education programs must be adaptable, inclusive, and responsive to the diverse experiences and motivations of trainees.

In alignment with the objectives of India's National Education Policy (NEP) 2020, fostering role commitment should become a core component of teacher preparation programs. By embedding emotional engagement, ethical responsibility, and reflective thinking into curriculum design, institutions can cultivate not just effective teachers, but also educators who are deeply aligned with the transformative purpose of education. Strengthening the emotional and professional bonds that prospective teachers form with their roles will result in a more inspired, resilient, and future-ready teaching force capable of meeting the evolving demands of the education system.

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