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Teacher Efficacy of Secondary School Teachers in Relation to Their Teaching Competency

Mandeep Kaur and Paramjot

Khalsa College of Education, Ranjit Avenue, Amritsar, India
Khalsa College of Education, Ranjit Avenue, Amritsar, India

*Corresponding author: mandeepk709@gmail.com

Abstract

The purpose of the present study is to investigate the relationship between teacher efficacy and teaching competency of secondary school teachers. The study also examined the differences in teacher efficacy and teaching competency of secondary school teachers with respect to locale and gender. For this, 200 respondents from Gurdaspur city were selected. The results of the investigation revealed that no significant gender difference in scores of teacher efficacy and teaching competency. The study further revealed that there is significant difference in teacher efficacy and teaching competency of secondary school teachers with respect to locale. However negative relationship between teacher efficacy and teaching competency of secondary school teachers is found.

Keywords: Teacher efficacy, teaching competency, locale and gender

The vision of 21st century should not only be 'Education for all' rather to create knowledge based learning society. This goal can be achieved only by broadening the perspective of education, improving the quality of education and making lifelong learning a way of life. So the education must develop the cognitive, psychomotor and affective faculities among the students. In this context, a teacher should have the highest standard of quality in personal and professional life. Skills of teaching, communication, managerial, counseling, problem solving and together with content specific competencies and efficacy are essential ingredients for a teacher of 21st century.

In the present scenario, teacher efficacy is considered a future-oriented motivational construct that reflects teachers' competence beliefs for teaching tasks. Teacher efficacy refers to teachers' beliefs in their abilities to organize and execute courses of action necessary to bring about desired results

(Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Tschannen-Moran & Woolfolk-Hoy in the year 2001 further explain tteacher efficacy as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among students who may be difficult or unmotivated. It is a judgment of a teacher's capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Armor, 1976; Bandura, 1977). It has also been positively associated with factors related to reform – oriented education, including greater use of hands on teaching method and a more humanistic classroom control orientation (Rosoff & Hoy, 1990).

Enochs, Smith and Huinker (2000) suggested that behaviors such as persistence on a task, risk taking, and use of innovations are related to degrees of efficacy. Efficacious teachers take challenges and tend to experiment with every changed aspects of education. They are more of the view that a student with low SES should be placed in a regular education setting rather than referring to special education (Meijer & Foster, 1988; Podell & Soodak, 1993; Soodak & Podell, 1993). Students generally love to learn more from teachers with high self-efficacy than those with low self – efficacy. Teacher efficacy has been found to be one of the important variables consistently related to positive teaching behavior and student outcomes (Woolfolk & Hoy, 1990; Henson, 2001). It is also related to students' own sense of efficacy (Anderson et al., 1988) and student motivation (Midgley, Feldlaufer, & Eccles, 1989).

Allinder (1994) found that teachers with high efficacy beliefs plan more thoroughly and are more organized. Highly efficacious teachers have a willingness to try new strategies (Guskey, 1988), persist when teaching becomes difficult (Coladaraci, 1992) and work with struggling students longer (Gibson & Dembo, 1984). Teachers with high efficacy show greater commitment to teaching (Evans & Tribble, 1986), more enthusiasm for teaching (Allinder, 1994) and are more likely to stay in the profession of teaching (Burley, Hall, Villeme & Brockheimer, 1991).

Yeung & Watkins (2000) mentioned that experiences of teaching practice, electives, pupils, and teaching practice supervisors (Electives) are the major sources for the development of a sense of teaching efficacy. Diwan (2010) laid stress on increasing teaching efficacy in order to strengthen under-resourced schools to serve the cause of educability of young learners in the disadvantaged groups of society such as urban slums, SCs/Sts and in remote forest and hilly areas. It is a gigantic task that can be accomplished with the support of competent teachers showing a feeling of empathy and compassion along with being knowledgeable and with good communication skills.

Besides teacher efficacy, teaching competency which is a complex combinations of knowledge, skills, understanding, values and attitudes also a significant contributor to school effectiveness. Efficacy and teaching competency aspects are occupied vital important in the teaching learning process (Himabindu, 2012). Medley (1982) states that teachers' competency such as behavior, skills and knowledge related to school performance. According to Encyclopedia of Teacher Training and Education (vol.ii 1998) teaching competency is as suitable or sufficient skill, knowledge and experience for teaching purpose. Teaching competency is an effective performance of all observable teacher behavior that brings about desired pupil outcomes (Passi and Lalitha).

In the view of S.Venkataiah (2000) teaching competency is as any single knowledge, skill or professional expertise which a teacher may be said to posses and the possession of which is believed to be relevant to the successful practice of teaching. Halls & Jones (1976) further define competencies as ―composite skills, behavior or knowledge that can be demonstrated by the learner and desired from explicit conceptualization of the desired outcomes of learning competencies are states so as to make possible the assessment of student learning through direct observation of student behavior.

Teachers knowledge, subject mastery, pedagogy and intelligence are the best predictors of the teacher competence (Grossman, 1995). The effectiveness or ineffectiveness of teaching is closely linked to teaching competencies such as subject-matter knowledge (SMK), pedagogical content knowledge (PCK), communication skills, instructional practice, evaluation, problem solving ability, equity and professionalism. Teachers should use these competencies as a tool in teaching-learning process for students' performance, rating students and personal professional assessment.

Despite the fact that teacher efficacy and teaching competence have been highly important constructs in education field but little research work is undertaken to investigate the relationship between teacher efficacy and teaching competence. So the investigator has made an effort to study the constructs under the following objectives:

- To study the teacher efficacy and teaching competency of urban and rural secondary school teachers.
- To study the teacher efficacy and teaching competency of secondary school teachers with respect to gender.
- To study the relationship between teacher efficacy and teaching competency of secondary school teachers.

Methodology

Research Design

The quantitative approach is applied in this study.

Participants

A sample of 200 urban and rural secondary school teachers from Gurdaspur district was randomly selected for collecting data.

Measures

Following measures were used for the collecting data:

1. Teacher Efficacy Scale (TES) by Kumar (2012)
2. General Teaching Competency Scale (GTCS) by Passi and Lalitha (2011)

Findings and conclusion

On the basis of analysis and interpretation of data, obtained results are discussed under following headings:

- Comparison of means
- Correlation analysis

Comparison of Means

In order to test the difference in teacher efficacy and teaching competency of urban and rural secondary school teachers, t-test was employed and the results are displayed in table 1

Table 1: Descriptive Statics of Teacher Efficacy and Teaching competency with respect to Locale

Variables	Locale	N	Mean	S.D.	t-value
Teacher efficacy	Urban	100	63.08	5.93	2.05*
	Rural	100	61.35	5.99	
Teaching competency	Urban	100	75.22	12.74	4.26*
	Rural	100	66.48	16.07	

*** Significant at 0.01 level of confidence**

Vide table 1, it is clear that teacher efficacy of secondary school teachers teaching in urban area (M= 63.08 and SD = 5.93) is more as compared to teachers teaching in rural area (M= 61.35 and SD = 5.99). t-value (2.05) calculated to study the difference between secondary school teachers working in urban and rural areas on the variable teacher efficacy came out be significant at 0.01 level of confidence. It means that there is significant difference in teacher efficacy of secondary school teachers teaching in rural and urban schools. This is because that teachers working in urban areas have to tackle the more challenging students and experiment with different instructional strategies and materials. They are more persistent and resilient as compared to teachers in rural areas. This study is supported by the finding of Himabindu, 2012.

Table 1 further reveals that mean scores of teaching competency of teachers teaching in urban area (mean is75.22 and SD is 12.74) are higher as compared to mean scores of teaching competency of secondary school teachers teaching in rural area (mean is 66.48 and SD is16.07). t-test was employed to study the difference between secondary school teachers working in urban and rural areas on the variable teaching competency and t-value (4.26) found to be significant at 0.01 level of confidence. It means that teachers teaching in urban area are observed to possess significantly greater teaching competency as their counterparts. It is due to that they not have only to impart the content knowledge rather they have to use combinations of subject-matter knowledge, skills, understanding, values and attitudes that lead to effective teaching. This study is in line with the findings of Prakasham, 1988).

Table 2: Descriptive Statics of Teacher Efficacy and Teaching competency with respect to gender

Variables	Gender	N	Mean	S.D	t-value
Teacher efficacy	Male	100	62.87	5.87	1.54
	Female	100	61.56	6.11	
Teaching competency	Male	100	69.22	17.73	1.53
	Female	100	72.48	11.81	

t-value 1.54 (vide table 2) calculated to study the difference between secondary school teachers working in urban and rural areas on the variable teacher efficacy came out be insignificant. It means that no significant gender difference in teacher efficacy of secondary school teachers was found. The reason behind this result is that both male and female teachers are responsible for positive educational outcomes in the children whom they teach. So both male and female teachers have to be confident in the performance and accomplishments of tasks. The results are compatible with previous studies conducted by Penrose, Penrose, Perry & Ball (2007) and Tejeda-Delgado, 2009 who reported no difference in teaching efficacy between male and female teachers.

Referring to the descriptive statistics (Table 2) shows that female teachers have a high level of teaching competency (M = 72.48, SD = 11.81) as compared to male teachers (M=69.22, SD = 17.73). To study the difference between secondary school teachers working in urban and rural areas on the variable teaching competency, t-value was calculated and found to be 1.53 which is insignificant. It means that both groups were found to be almost equal in terms of mean scores on the variable teaching competency. Although the trend in the result suggests that female teachers show better performance than male teachers but gender is not an important factor for teaching competency at secondary level. In the present scenario both male and female teachers have to be competent and equipped with different kinds of skills. This conclusion is consistent with studies conducted by (Kaur, 2014), Selvam (2012) and Himabindu (2012).

Correlational Analysis

In order to achieve objective 3, the correlation analysis was done and the results of the analysis are depicted in table 3.

Table 3: Relationship between teacher efficacy and Teaching Competency of Secondary School Teachers

Variables	N	Df	r-value
Teacher efficacy Teacher competency	200	198	0.177*

Significant at 0.05 level of confidence

From table 3, the value of coefficient of correlation (r) came out to be 0.177 which is significant at 0.05 level of confidence indicating a positive relationship between teacher efficacy and teaching competency of secondary school teachers. It means that teachers' beliefs in their abilities to bring about

desired learning outcomes make them more competent in teaching. Efficacious teachers may take the challenges to experiment new techniques of teaching in challenging situations to make their teaching a successful venture.

Conclusions

From the above analysis, it can be concluded that male and female secondary school teachers do not differ significantly with respect to their teacher efficacy and teaching competency but urban and rural secondary school teachers differ significantly with respect to their teacher efficacy and teaching competency. It means locale plays a significant role in influencing teacher efficacy and teaching competency. It can also be observed that there exist positive significant relationship between teacher efficacy and teaching competency.

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