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## RELATIONSHIP BETWEEN TEACHING COMPETENCE AND TEACHER SELF EFFICACY OF SECONDARY SCHOOL TEACHERS

HASEEN TAJ AND MASOODA JAMAL

Associate Professor, Department of Education, Bangalore University, Bangalore.  
Research Scholar, Department of Education, Bangalore University, Bangalore.

### Abstract:

*The present investigation was undertaken to study the Teaching Competence of secondary school Teachers in relation to self efficacy of secondary school teachers. Sex, type of family, qualification, locality of the school and type and size of school were considered as background variables to study their effect on the teaching competence of secondary school teachers. The researcher had selected 425 Teachers in government, aided and private secondary schools giving representation to sex, type of school management. Teaching Competence Scale, based on the 'Core Teaching Skills' Published by NCERT, developed Mary Noya Leena (2010) and the Self Efficacy Scale developed by Mrs. Masooda Jamal and Dr. Haseen Taj were used as tools. In order to visualize the nature of the score of distribution of the data collected, numerical determinants like Mean, SD were worked out, Pearson's product moment correlation was applied to find out the relationship between Teaching Competence and Teacher Self Efficacy of secondary school Teachers and 't' test was applied to find out the significant difference between different variables. The study found that there is a positive significant relationship between Teaching Competence of secondary school Teachers and the Self Efficacy of secondary school Teachers (and also the study found that there is a significant difference in the Teaching Competence of males and female Teachers of secondary schools; it is further revealed that type of family was found to have a significant effect on the teaching competence of the secondary school teachers whereas the locality of the school and the qualification of the teachers did not found to have any effect on the teaching competence of secondary school teachers.)*

### KEYWORDS:

Relationship, Efficacy, Teaching Competence, NCERT.

### INTRODUCTION

The keystone in the educational edifice is undoubtedly the teachers. On him depends much more than any other factor, the progress and prosperity of the students. Nobody can effectively take his place to influence the students in the manner and to the degree it is possible, for him alone to do. It is imperative that the entire process of teaching learning transaction entirely depend on the efficiency of the teacher. Teaching learning process cannot be undertaken in vacuum but it is appositively directed action, for which teachers are to be endowed with teaching competence. There has been an enormous amount of research which would answer such questions as – What teaching behavior are related to maximum pupil outcomes? What are the characteristics of competent and ineffective teachers? In what way the teaching competence of the teachers can be enhanced? In enhancing the teaching competence of teachers several factors such as proper

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qualification, sufficient training, knowledge of latest trends and innovations in secondary school sector go a long way. Apart from all these factors, the working environment which is also termed as climate of the school plays a very crucial role in impacting the teaching competence. The school institutional head has to constantly work towards maintaining motivational climate in the school to enhance the teaching competence of his teachers.

Teaching Competence refers to the professional ability of the teacher including both the ability to perform specific training functions, (professional skills) and the ability to demonstrate acquired knowledge and higher level conceptualization. Teaching Competence is the ability of teachers to accomplish the goals of education, and it is measured best by examination of previous experience or of demonstrated level and achievement.

Teacher efficacy has been suggested as a concept through which to describe teacher quality (Woolfak-Hoy & Tshannen-Moran, 2002) and a construct that can be observed to measure teacher change. Teacher Self efficacy is defined by Woolfok (2001) as teachers' "confidence in their ability to promote students' learning" (p.2). The efficacy concept is based on the belief that one can have success in execution of a behavior to reach a given outcome (Driscoll, 1986). Individuals with a strong sense of efficacy establish a positive attitude toward themselves and toward their responsibilities.

Potent, affective, episodic and evaluative nature of beliefs makes them a filter through which new phenomena are interpreted. Our knowledge, skills and out-comes may have created out self efficacy beliefs but the filtering effect ultimately screens, redefines, distorts or reshapes subsequent efforts and new information. Individuals create and develop self perceptions of capability that become instrumental to the goals they pursue and to the control they are able to exercise over their environment. Higher self efficiency means higher persistence. People with high self efficacy attribute failure to effort and with low self efficacy attribute to ability. Therefore, the researcher intended to conduct a study on teacher self efficacy as predictor of Teaching Competence of Teachers. Hence the present study.

Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided he is capable and competent enough in his profession and possesses teacher self efficacy beliefs. Lot of research efforts have been directed on teaching competence but unfortunately much attention of research is not drawn towards the factors/elements that enhance teaching competence of the teachers such as proper qualification, sufficient training, knowledge of latest trends and innovations, self and professional efficacy of teachers. The quality of effectiveness of teachers is considered to be associated with the self efficacy of the teachers. The findings and results of the present research paper prove that teacher self efficacy has a strong positive influence on enhancing the teaching competence of the teachers.

#### **OBJECTIVES:**

1. To find out the relationship between Teacher Self Efficacy and Teaching Competence of secondary school Teachers.
2. To find out, whether the differences in levels of teacher self efficacy of the secondary school teachers would account for significant differences in their Teaching Competence.
3. To find out, whether the differences in sex, type of school management and type of family, size of school, locality of the school and qualification of secondary school Teachers would account for significant differences in their Teaching Competence.

#### **HYPOTHESES:**

1. There is no significant relationship between the Teacher Self Efficacy and Teaching Competence of secondary school Teachers.
2. There is no significant difference in the Teaching Competence of secondary school Teachers having different levels of Teacher Self Efficacy.
3. Sex, type of school management, type of family, size of school, locality of the school and qualification would not account for significant difference in the Teaching Competence of secondary school Teachers.

#### **SAMPLE:**

The sample was a stratified, random sample. The sample was stratified on the basis of type of school management and sex of the Teachers. The chosen sample consisted of 10 Government Schools, 9 Aided Schools and 15 Unaided Schools with 154 male teachers and 271 female teachers who were randomly selected.

There were basically three statistical techniques used to test the various hypotheses. They were:

1. Mean difference test
2. Co-efficient of correlation
3. Analysis of Variance.

#### TOOLS USED:

1. Teaching Competence Scale, based on the 'Core Teaching Skills' Published by NCERT, developed Mary Noya Leena (2010) was used to test the teaching competence of the secondary school teachers.
2. Self Efficacy Scale developed and standardized by Mrs. Masooda Jamal and Dr. Haseen Taj (2009) was used to measure the different levels of Teacher Self Efficacy

#### ANALYSIS, INTERPRETATION AND DISCUSSION

**Table 1:**  
Correlation of Teacher Self Efficacy and Teaching Competence scores of secondary school Teachers.

Sl. No	Variables	N	df(N-2)	'r'	Level of significance
1	Teaching Competence	425	423	0.318**	0.01
2	Teacher Self Efficacy	425	423		

\* Significant at the 0.05 levels of probability, \*\* Significant at the 0.01 levels of probability

From the table 1, it can be seen that the obtained 'r' value of 0.318 is much greater than that of the table value of 0.148 at 0.01 levels. This shows that there is a high positive correlation between Teaching Competence and Self Efficacy of secondary school Teachers, and the null hypothesis is rejected. Therefore, it is concluded that there is significant positive relationship between Teaching Competence of the teachers and Teacher Self Efficacy of Secondary school teachers.

**Table 2:**  
Results of One way ANOVA for Teacher Self Efficacy with other main independent variables

Source of Variation	Sum of squares	df	Mean squares	f-value	Level of significance
Teacher Self Efficacy	8554.282	2	4277.141	19.103	0.01
Within groups	94486.434	423	223.902		
Total	103040.72	425			

The above table No.2, shows the Teaching Competence level of government, private aided and private unaided secondary school teachers having low, moderate and high teacher self efficacy. The calculated F ratio 19.103 was found to be statistically significant at 0.1 level of confidence, and tabulated F value 8.00 at 0.01 level. Hence it is concluded that there is a significant difference between the Teaching Competence of secondary school teachers with different levels of Teacher Self Efficacy.

**Table-3:**  
Size, Mean, Standard Deviation, Standard errors of mean and t-values of the Teaching Competence scores of secondary school Teachers.

Sl. No	Variables	Group	Number	Mean	SD	SEM	't' value	Level of significance
1	Sex	Male	154	122.233	15.272	1.230	2.986	0.01
		Female	271	125.966	15.633	0.949		
2	Type of Family	Nuclear	261	126.766	14.993	0.928	3.132	0.01
		Joint	164	121.189	15.948	1.245		
3	Educational Qualification	Prescribed	241	125.410	14.032	0.903	0.63	NS
		Over Prescribed	184	123.570	17.404	1.283		
4	Locality of the School	Rural	98	127.326	14.142	1.428	2.537	0.05
		Urban	327	123.801	15.927	0.880		

It is observable from table 3 that male and female secondary school teachers considerably differ in their Teaching Competence. The obtained t-value is found to be significant at 0.01 levels, Hence sex accounts for significant differences in the Teaching Competence of secondary school Teachers. Therefore, the null hypothesis is rejected.

The table 3 shows that teachers with different type families considerably differ in their Teaching Competence. The obtained t-value is found to be significant at 0.01 levels, Hence the type of family – joint or nuclear; account for significant differences in the Teaching Competence of secondary school Teachers. Therefore, the null hypothesis is rejected.

It is seen from table 3 that Teachers from different qualifications do not differ in their Teaching Competence. The obtained t-value is found to be 0.63 which is statistically not significant. Hence Qualification does not account for significant differences in the Teaching Competence of secondary school Teachers. Therefore, the null hypothesis is accepted.

It is found out after referring table 3 that Teachers from different locality either Rural or Urban differ significantly with respect to their Teaching Competence. The obtained t-value is found to be 2.537 which is statistically significant at 0.05 level. The rural school teachers with a mean value of 127.326 are having better teaching competence than the urban school teachers. Therefore, the null hypothesis is rejected.

**Table 4:**  
Results of One way ANOVA for teaching competence with background variables

Source of Variation	Sum of squares	df	Mean squares	f-value	Level of significance
Type of school management	504.01	2	252.01	1.185	NS
Within groups	44652.2	211	212.63		
Total	45156.21	213			
Size of Family	451.439	2	225.72	1.06	NS
Within groups	44704.77	211	212.88		
Total	45156.21	213			
Size of School	1330.685	2	665.34	3.188	0.05
Within groups	43825.52	211	208.70		
Total	45156.21	213			



From the Table No.4, It is seen that type of school management does not have any significant effect on teaching competence of secondary school teachers. Therefore, it is concluded that there is no significant difference in the Teaching Competence of teachers with different types of school management such as Government, Private Aided and Private Unaided.

Table No.4, shows that size of family small, medium or large does not have any significant effect on teaching competence of secondary school teachers. Therefore, it is concluded that there is no significant difference in the Teaching Competence of teachers with different size of family.

When Table No.4 is referred, we can see that size of school does have significant effect on teaching competence of secondary school teachers. Therefore, it is concluded that there is significant difference in the Teaching Competence of teachers with different size of school. Hence the null hypothesis is rejected.

#### **DISCUSSION OF RESULTS:**

Caprara, Gian Vittorio; Barbaranelli, Claudio; Borgogni, Laura (2003) studied on Efficacy Beliefs as Determinants of Teachers' Job Satisfaction. Self and collective-efficacy beliefs were examined as main determinants of teachers' job satisfaction. In 103 Italian junior high schools, 2,688 teachers filled out self-reports to assess self-efficacy beliefs, their perceptions of the extent to which other school constituencies, namely, the principal, colleagues, staff, students, and families, were behaving in accordance with their obligations toward school well-functioning, their collective-efficacy beliefs, and their job satisfaction. Multilevel structural equation modeling analyses corroborated a conceptual model in which individual and collective-efficacy beliefs represent, respectively, the distal and proximal determinants of teachers' job satisfaction. The perceptions that teachers have of other constituencies' behavior largely mediated the links between self- and collective-efficacy beliefs. Collective-efficacy beliefs, in turn, partially mediated the influence that teachers' perceptions of other school constituencies' behavior exerts on their own job satisfaction. Lawlor, Mary Lynne studied on Trust, collegiality and teacher efficacy: The influence of supportive leadership. Much debate has occurred regarding the role of the principal in developing effective schools and whether school effectiveness is determined primarily by the principal or the teachers. In the professional model of schools, it appears that the principal's influence over school outcomes is limited because teachers perform the technical task of schooling. The role of the principal in the professional model then is to develop a supportive environment and an atmosphere of openness and professionalism that leads to trust and cooperation among colleagues. Supportive leadership has been shown to be related to perceived school effectiveness. A supportive school climate has been shown to contribute to teachers' sense of efficacy which related positively to student achievement. Collegiality is also an important factor. The purpose of the study was to develop and test a model which demonstrated the causal relationships among these factors. Supportive leadership as demonstrated by the principal leads to trust in the principal and increased teacher collegiality. This results in trust in colleagues and ultimately in enhanced teachers' sense of efficacy. The results showed that supportive principal behavior was positively related to collegiality and faculty trust in the principal. Collegiality was positively related to trust in colleagues. Trust in colleagues was positively related to teacher sense of efficacy. Trust in the principal and trust in colleagues showed an inverse relationship to the one hypothesized. Trust in the principal does not directly promote trust in colleagues. Trust in the principal and the developments of teacher sense of efficacy are the areas for future study. Warren, Louis L.; Payne, Beverly D. (1997) Examined middle grades' organizational planning time patterns and their impact on teachers' efficacy and perceptions of their working environment. Results show that ITCP Ss had significantly higher perceptions of personal teacher efficacy and more positive perceptions of their working environment than did ITW or DO Ss. The findings failed to support a difference in general teacher efficacy among the organizational patterns.

#### **EDUCATIONAL IMPLICATIONS:**

Correlation analysis of the data revealed that there is a significant and high positive relationship between Teaching Competence of secondary school Teachers with their Teacher self efficacy. This clearly implies the important role of teacher self efficacy in the enhancement of Teaching Competence of teachers. Need to continuously update their knowledge and skills and keep current with the latest developments in the field of education through self-development and self-managed learning. The culture of learning among teachers needs to continue to be strengthened and facilitated.

Teaching facilities should be provided to the teachers in the classroom teaching to enhance their teacher self efficacy as well as their teaching competence. Relaxation should be granted for teachers for further studies to enhance their teacher self efficacy.

The qualitative improvement of education depends much on the competence of the teachers, as teachers are considered as the hub of teaching learning process. Many innovative programmes by the state agencies such as SERT, DSERT, NCERT are organized towards enhancing the professional growth of the teachers. Along with these governmental measures the school Headmasters should see that Teachers should be provided with adequate pre-and in-service training courses characterized by effectiveness, creativity and improvement. Highest attention should be paid to the utilization of the latest, relevant techniques and technologies in the field of teacher education. Urgent steps should be needed to remove the social, cultural, political, economic and legal barriers that marginalized and discrepancies of female teachers.

Now-a-days, the society requires committed, creative, change prone above all competent teachers. A blend of happiness and effectiveness makes a teacher to be competent. Hence, the school administrators have to constantly strive towards improving the Teacher Self Efficacy of secondary school teachers

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258/34 Raviwar Peth Solapur-413005,Maharashtra  
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