

Teaching Competency of Secondary School Teachers In Relation To Their Self Efficacy

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Abstract: The present study was an attempt to investigate teaching competency of secondary school teachers in relation to their self efficacy. A data was collected randomly from the sample of 200 secondary school teachers of Amritsar district using tools General Teaching Competency Scale (Passi & Lalitha, 2011) and Teacher Efficacy Scale (TES) (Kumar, 2012). The results revealed that there exists significant difference in teaching competency and self efficacy of government and private secondary school teachers. Private secondary school teachers found to be better on teaching competency and self efficacy as compared to government secondary school teachers. It is further found that teaching competency and self efficacy of secondary school students are significantly and positively correlated to each other.

Our vision for the 21st century should not only be 'Education for all' by providing good education, but also to create a learning society, and a global society, which will be the need of the new century. This can be achieved only broadening the perspectives of education, improving the quality of education and making lifelong learning a way of life. Good education requires good teachers” means that, it becomes essential that the most capable and appropriate people be into the teaching profession, furnished with the necessary knowledge and skills to cope with the new demands place on them. However, a teacher with innumerable degrees and high profile personality cannot necessarily be termed as good teacher. The performance of good teachers depends upon the specialization of the subject of fields to be taught and professional knowledge and understanding of educational process and teaching skills.

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I. TEACHING COMPETENCY

The word teaching competency is made up of two words i.e. teaching and competency. Teaching is the process of imparting knowledge or skill to a person which will later help the person obtain his goals and objectives later on. Competence has been long understood as a person’s ability or capacity to do a job. Competency also includes motivation and self knowledge, a desire and willingness to demonstrate effective performance.

Teaching competency refers to cognitive knowledge of the teachers, which entails effects on student learning. The term is also used as the competency-based teaching. Teachers’ competencies involve subject knowledge as well as “pedagogical” knowledge, and the skills which enable teachers to work with learners, with colleagues and other professionals that are responsible for children education and learning. Values are also an important component of these competencies; teachers’ values and attitudes in regard to children and their psychosocial development, as well as values and attitudes related to one’s professional development.

According to UNESCO (2008), a competent teacher should have firm knowledge of the curriculum of their subject and to use technology into the curriculum to make teaching effective. The competency in a comprehensive way in twenty first century can be said as the ability of a teacher to employ knowledge, information and learning techniques to provide high-quality teaching and training, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability.

II. SELF EFFICACY

The concept of teacher self-efficacy was originally developed by Albert Bandura, and has defined self-efficacy as the belief about one’s own capabilities to organize and execute a certain task (Bandura, 1997). Self-efficacy is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals (Ormrod, 2006). It exists in many domains of human functioning, including both professional and private behaviour. Specifically in an educational context, teacher self-efficacy is the teacher’s personal (i.e. self-perceived) belief in ability to plan instruction and accomplish instructional objectives.

Teacher self efficacy was defined as the extent to which a teacher believes he or she has the capacity to teach students efficiently and effectively and affect students learning outcomes. Self-efficacy beliefs influence thought patterns and emotions, which in turn enable or inhibit actions.

Teacher self-efficacy has been found to be consistently related to positive teaching behaviour and strong pupil achievement, pupils learn more from teachers who have high self-efficacy, and highly self-efficacious teachers are more persistent at a task, take more “risks” and are more likely to use innovative elements in their teaching. Teachers with high self-efficacy also are more open to new ideas, more willing to adopt innovations, are less likely to experience burn-out, support pupils’ autonomy to a greater extent, and are more attentive to low ability students (Brouwers and Tomic, 2003). Finally, teachers with high self-efficacy exhibit greater enthusiasm for teaching, have greater commitment for teaching, and are more likely to remain in the teaching profession.

Statement Of The Problem

Teaching Competency Of Secondary School Teachers In Relation To Their Self Efficacy.

Objectives

1. To study the teaching competency of secondary school teachers with respect to type of school.
2. To study the self efficacy of secondary school teachers with respect to type of school.
3. To study the relationship between teaching competency and self efficacy of secondary school teachers.

Hypotheses

1. There will be no significant difference in teaching competency of secondary school teachers with respect to type of school.
2. There will be no significant difference in self efficacy of secondary school teachers with respect to type of school
3. There will be significant relationship between teaching competency and self efficacy of secondary school teachers.

III. METHODOLOGY

Sample

The sample comprised of 200 secondary school teachers both male and female selected randomly from different government and private secondary schools of Amritsar district.

Method

The descriptive survey method was used to conduct study teaching competency of secondary school teachers in relation to their self efficacy.

Tool Used

1. General Teaching Competency Scale (Passi & Lalitha, 2011)
2. Teacher Efficacy Scale (TES) (Kumar, 2012)

Statistical Techniques Used

Statistical measures such as mean, SD, SE_M and t-tests and product moment coefficient of correlation were used to interpret the obtained data.

IV. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis I

“There will be no significant difference in teaching competency of secondary school teachers with respect to type of school.”

Table 1 Mean scores of teaching competency of government and private secondary school teachers.

Variable	Type of School	N	Mean	SD	t-value	Significance
Teaching Competency	Government	100	115.84	10.35	3.20**	Significant
	Private	100	121.46	14.25		

****Significant at .01 level**

Table 1 shows the mean scores of teaching competency of government and private secondary school teachers. The mean score of teaching competency of government secondary school teachers is 115.84 with SD 10.35 and mean score of teaching competency of private secondary school teachers is 121.46 with SD 14.25. The calculated t-value is 3.20, which is greater than table values 1.96 and 2.58 at .05 and .01 levels of

significance. This indicates that there exists significant difference in mean scores of teaching competency of government and private secondary school teachers. Private secondary school teachers are better on teaching competency as compared to government secondary school teachers. Hence the hypothesis stating, “There will be no significant difference in teaching competency of secondary school teachers with respect to type of school” stands not accepted.

Hypothesis II

“There will be no significant difference in self efficacy of secondary school teachers with respect to type of school.”

Table 2 Mean scores of Self Efficacy of government and private Secondary School Teachers

Variable	Type of School	N	Mean	SD	t-value	Significance
Self Efficacy	Government	100	74.25	7.85	3.64**	Significant
	Private	100	78.03	6.60		

****Significant at .01 level**

Table 2 shows the mean scores of self efficacy of government and private secondary school teachers. The mean score of self efficacy of government secondary school teachers is 74.25 with SD 7.85 and mean score self efficacy of private secondary school teachers is 78.03 with SD 6.60. The calculated t-value is 3.64, which is greater than table values 1.96 and 2.58 at .05 and .01 levels of significance. This indicates that there exists significant difference in mean scores of self efficacy of government and private secondary school teachers. Private secondary school teachers are better on self efficacy as compared to government secondary school teachers.

Hence the hypothesis stating, “There will be no significant difference in self efficacy of secondary school teachers with respect to type of school” stands not accepted.

Hypothesis III

“There will be significant relationship between teaching competency and self efficacy of secondary school teachers.”

**Table 3
Coefficient of Correlation between teaching competency and self efficacy among secondary school teachers.**

Variables							
GTC(pp)	1						
GTC(pre)	.211**	1					
GTC(clo)	.259**	.345**	1				
GTC(eva)	.173*	.309**	.444**	1			
GTC(mng)	.197**	.152*	.198**	.286**	1		
GTC(total)	.538**	.873**	.552**	.518**	.383**	1	
Self Efficacy	.086	.224**	.275**	.144*	.124	.271**	1
Variables	GTC(pp)	GTC(pre)	GTC(clo)	GTC(eva)	GTC(mng)	GTC (total)	Self Efficacy

***Significant at .01 level**

****Significant at .01 and .05 level**

The table 3 shows the results of coefficient of correlation between teaching competency and self efficacy of secondary school teachers. The coefficient of correlation between teaching competency (planning pre-instructional) and self efficacy of secondary school teachers came out to be .086 which is insignificant at 0.05 and 0.01 levels of confidence. It shows that the variable teaching competency is not correlated with self efficacy of secondary school teachers.

The coefficient of correlation between teaching competency (presentation instructional) and self efficacy of secondary school teachers turned out to be .224 which is significant at 0.05 and 0.01 levels of confidence It shows that the variable teaching competency is correlated with self efficacy of secondary school teachers.

The coefficient of correlation between teaching competency (closing) and self efficacy of secondary school teachers came out to be .275 which is significant at 0.05 and 0.01 levels of confidence. It shows that the variable teaching competency is correlated with self efficacy of secondary school teachers.

The coefficient of correlation between teaching competency (evaluation) and self efficacy of secondary school teachers turned out to be .144 which is significant at 0.05 level of confidence. It shows that the variable teaching competency is correlated with self efficacy of secondary school teachers.

The coefficient of correlation between teaching competency (management) and self efficacy of secondary school teachers came out to be .124 which is insignificant at 0.05 and 0.01 levels of confidence. It shows that the variable teaching competency is not correlated with self efficacy of secondary school teachers.

The coefficient of correlation between teaching competency and self efficacy came out to be .271 which is significant at 0.05 and 0.01 levels of confidence. It shows that the variable teaching competency is correlated with self efficacy of secondary school teachers.

Hence the hypothesis stating, "There will be significant relationship between teaching competency and self efficacy of secondary school teachers" stands accepted.

Findings Of The Study

- There exists significant difference in mean scores of teaching competency of government and private secondary school teachers. Private secondary school teachers are better on teaching competency as compared to government secondary school teachers.
- There exists significant difference in mean scores of self efficacy of government and private secondary school teachers. Private secondary school teachers are better on self efficacy as compared to government secondary school teachers.
- There exists significant and positive relationship between teaching competency and self efficacy of secondary school students. It is further found that the variables teaching competency (presentation instructional), teaching competency (closing), teaching competency (evaluation) are significantly correlated with self efficacy of secondary school teachers. On the other hand teaching competency (planning pre-instructional), teaching competency (management) teaching competency are insignificantly correlated with self efficacy of secondary school teachers.

Educational Implications

To mould the students into ideal democratic citizen with efficiency and skill, the teachers' should be exemplary, competent and effective and devoted to the profession with expertise and intellect. Self efficacy is one of the significant and affecting factors for increasing teaching competency, so teacher education programmes should be designed to improve the self efficacy of teachers. In-service programmes, seminars and workshop can be designed for teachers for improving teaching competency and self efficacy beliefs among teachers.

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