



STUDY OF TEACHING COMPETENCE IN RELATION TO SELF- EFFICACY AMONG SECONDARY SCHOOL TEACHERS

Navdeep Kaur¹, Ph. D. & Mrs. Harmeet Kaur²

¹Assistant Professor Department of Education, Guru Nanak Dev University, Amritsar
Punjab-143005

Email-Id: navdeep.edu@gndu.ac.in

²M.Ed Student, Department of Education, Guru Nanak Dev University, Amritsar,
Punjab-143005

Email-Id: harmeetkaur2649@gmail.com

Paper Received On: 25 JULY 2022

Peer Reviewed On: 31 JULY 2022

Published On: 1 AUGUST 2022

Abstract

The purpose of the present study is to investigate the relationship between teaching competence and self-efficacy of secondary school teachers. The study also examined the differences in self- efficacy and teaching competence of secondary school teachers with respect to type of school and gender. To conduct the study, 100 respondents from Tarn-Taran city were selected. Two tools were adopted to measure teaching competency and self-efficacy of secondary school teachers. Teacher Efficacy Scale (TES) by Dr. T. Pardeep Kumar (2012), General Teaching Competency Scale (GTCS) by B.K. Passi and Lalitha (2011). The study further revealed that there is significant difference in teaching competence and self-efficacy of government and private secondary school teachers. Female teachers teaching competency and self-efficacy is higher as compared to male teachers. However positive relationship between teaching competence and self -efficacy of secondary school teachers is found.

Keywords: Teaching competence, self-efficacy, gender, type of school



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Introduction

Education plays an important role in the progress of an individual's mind and country. Primary education provides a base to secondary education. And secondary education serves as link between the elementary and higher education and plays a very important role in this respect universalisation of secondary education. As a follow up of the recommendation of the

citizen advisory budget committee (CABC) committee report, the MHRD has launched a scheme for universalisation of access to and improvement of quality at secondary stage in the year 2009 and has brought out a “Framework of Implementation of Rashtriya Madhyamik Shiksha Abhiyaan” (RMSA). The framework provides a detailed road map for the implementation of access and equity related components of USE and also deliberates upon quality components providing norms largely for infrastructure requirements. Hence, a need was observed by various stakeholders for a document. This provides a vision and multi-layer strategic guidelines on quality improvement of secondary education. Various commissions pointed out the defects in secondary education from time to time. The really critical aspect of Indian secondary education system is its low quality. The actual quantity of schooling that children experience and the quality of teaching they receive are extremely insufficient in government school is the poor quality of education, with weak infrastructure and inadequate pedagogic attention. To improve the quality of education the government needs to be identified and solved for the proper improvement of the education system. It is the duty of the teacher. The teacher has a great role to evaluate the level of secondary education. The education system should enhance the quality of education and support the teacher in their effort to deliver knowledge. A teacher is a person to helps others to express knowledge, competence or values.

Teaching Competence

Teaching competencies include the acquisition and demonstration of the composite skills required for students teaching like introducing a lesson ,fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recoanising behaviour, classroom management and giving assignment. Teaching competence and effective performance of all observable teacher behaviour that brings about pupil outcomes. Halls and Jons defines competencies as-composite skills, behaviour or knowledge that can be demonstrated by the learner and desired from explicit conceptualisation of the desires, outcomes of learning competencies are states so as to make possible the assessment of student learning through direct observation of student behavior. The teaching competency is one of the abilities needed for all teachers and this skill is necessary for all teachers. The competence based approach teacher education, on its being translated into actual practice will lead to improving not only the performance of the teacher but would also help them rise their status in society. Teachers need to improve knowledge and skill to enhance, improve and

explore their teacher practices. Many of studies on competencies of teacher focus on the teaching rule of teacher's in the classroom rather than teacher's competencies, teacher's competencies. Teacher's competencies have been broadening with respect to reform studies in education development of teacher education, scientific results of educational science and other fields.

Self Efficacy

Self-efficacy's theoretical background is found in a social learning theory which was later progressed by Bandura into social cognitive theory. He had a great ambition about self-efficacy, as mentioned in his article's title Self-Efficacy: Toward a unifying theory of behavioural change. In this initial work, Bandura refers self-efficacy as "beliefs in one's capabilities to organise and execute the course of action required to produce given attainments" (Bandura 1997). Self-efficacy faith is characterised as the chief a intermediate for a treatment and performance. Since foundation of self- efficacy theory in 1974, Bandura's efforts continued to develop and assert the opinion that faith in abilities have a signification with performance, motivation, and ultimately cause feat or defeat. Furthermore be proposed that self- efficacy is clearly natural self-referent is a powerful predictor of behaviour that directs capabilities for fulfilling given (Bandura 1997). Bandura social- cognitive theory of learning indicates that self- efficacy has a significant and positive relationship with behavioural, environmental and cognitive factors (Bandura, 1986). Substantial sense of self- efficacy is necessary to maintain the essential care on efficiency and a permanent attempt to achieve goals. Thus high level of self-efficacy is the major key for success (wood and Bandura, 1989). Bandura (1986) states that, "in social learning theory Bandura highlighted that an individual's belief regarding their own self-efficacy forms the main part of their self- awareness. People redirect to their level and distribution of effort in match with the effects they expect their actions to have. As a result, their behaviour is better predicted from their beliefs than from the actual consequences of their actions.

Literature Review

Passi and Sharma(1982) conducted a study on teaching Competence of student teachers to find the relationship Between their attitude teaching, interest in teaching. Self- Perception for teaching behaviour and intelligence. The Sample for the pilot study consists of 72 teaching learning situations. The study revealed that there was no significant relationship in the attitude of teachers of the secondary level towards teaching interest and intelligence with teaching competence.

Bajwa (2003) studied the effectiveness of competence Based teacher training strategy. Basic teaching competence training strategy was found to be more effective in developing general teaching competence in pupil teachers as compared to traditional training model. b. Neither the basic teaching competence training strategy nor the traditional training model changed attitude of pupil towards teaching Jeba (2005) studied the relationship of mental health variables with teaching competence among student teachers in DIET. The results indicate that there was no significant difference between arts and science student teachers in teaching competence and mental health variables .The results also revealed that there no significant difference in the case of variation in their personal.

Bates and Khasawneh (2007) attempted to study the Influence on the perception of self- efficacy in online learning, the variables that precede the learning process and its repercussion on the expectation of result. For them the successes that students obtained in the past in online contexts influence their self-efficacy. So, they point out to the importance of adequate and premature training enabling students to meet and practice the different elements that a system of online learning provides. This point can connect to the feeling of ability to work/study/use a virtual learning system as an incorrect perception of this ability can influence the feeling of self- efficacy and, consequently, performance. The feedback provided by the teacher is another very important source of information to enhance/ regulate the sense of self-efficacy.

Chauhan and Gupta (2014) studied to compare the Teaching competence of different groups working at secondary school level in Ghaziabad. Sample of 100 teachers was selected. The result was found that the competence of female teachers is higher than the male teachers working in secondary schools.

Chowdhury and Chowdhary (2015) demonstrated that there is a significant positive relationship between teaching competence and metacognition awareness. The study also revealed that there is significant difference male and female secondary teacher educator in their teaching competence as well as in their metacognition awareness.

Pratiba (2017) examined the influence of age and type of School of primary school teachers on their teaching competence. Randomly selected 300 primary school teachers of Pilibhit district of U.P were taken as sample of the study. Results down from the study showed that government School teachers were more competent than private school teachers. It is also

found that age of teachers did not affect the teaching competence of primary school teachers. ITC awareness on teaching.

Poulo, Ready and Dudek (2018) conducted study on teacher's perceptions of self-efficacy and actual instructional and behavior management practices using the classroom strategies assessment system (CSAS), a multidimensional validated observation system fifty-eight Greek teachers completed the Teacher. Sense of efficacy scale (TSES) and were observed using the csas by independent observers. This finding was expected, given the self-reported years of experience of the teacher participants in the current study.

Barni, Danioni and Benevene (2019) examined teacher's personal values drives their goals and behaviors at school to handle the tasks, obligations, and challenges related to their professional activity. It aimed at analyzing the extent to which these relations are moderated by teacher's controlled and out no mous motivations for teaching .

Goldag (2020) examined this research aims to determine the relationship between self-efficacy perceptions and job satisfaction of teachers working in high schools. Simple random sampling method has been used sample selection and teacher self-efficacy scale.

Rationale

The importance of the teacher in national life cannot be over-emphasized. It is who influences the immature minds of the youth. Teachers are the torch bearers for knowledge society and national integration. They not only bring the knowledge but also create disseminate new knowledge for the benefit of future India. Teacher is not only conveying the subject matters but also clued the social values. Particularly secondary school teachers should carefully mould the future teachers with all development by their effective teaching competency. Secondary school teachers who are playing the key role in education prospective teachers.

This is possible when teachers use their teaching self-efficacy. Hence, the researchers felt that to study what extend the teacher, self- efficacy influences the teaching competency influences the teaching competency of secondary school.

Objectives

1. To study the teaching competency of secondary school teachers with respect to type of schools.
2. To study the teaching competency of secondary school teachers with respect to gender.
3. To study the self-efficacy of secondary school teachers with respect to type of schools.
4. To study self-efficacy competency of secondary school teachers with respect to gender.

5. To study the relationship between teaching competency and self-efficacy of secondary school teachers. Hypotheses

1. There exists no significant difference in teaching competency of government and private secondary school teachers.
2. There exists no significant difference in teaching competency of male and female secondary school teachers.
3. There exists no significant difference in self-efficacy of government and private secondary school teachers.
4. There exists no significant difference in self-efficacy of male and female secondary school teachers.
5. There exists no significant relationship between teaching competency and self-efficacy of secondary school teachers.

Delimitations of the Study

The study was delimited to sample of 10 government and private school. The study was delimited to sample of 100 secondary schools teachers of Tarn Taran district. The study was delimited to sample of male and female secondary school teachers. The study was delimited to sample of 50 government and 50 private teachers.

Methodology

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

Sample

The sample comprised of 100 secondary school teachers both male and female selected randomly from 10 government and private secondary schools of Tarn Taran district.

Research Design

The present study was come under the domain of descriptive survey study.

Tools

1. Teacher Efficacy Scale (TES) by Dr. T. Pardeep Kumar (2012)
2. General Teaching Competency Scale (GTCS) by B.K Passi and M.S Lalitha (2011).

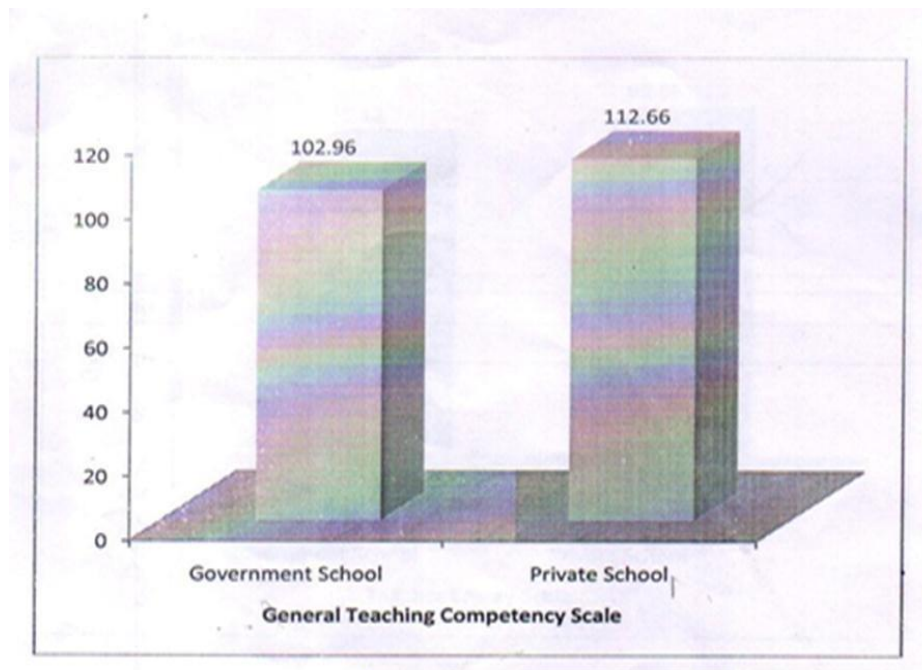
Statistical Techniques

Analysis

Table - 4.1: Comparison of Mean Score & Standard Deviation of Teaching Competency of Government and Private Secondary School Teachers

	Type of school	N	Mean	Std. deviation	Std. error mean	t
General Teaching Competency Scale	Private	50	112.66	12.452	1.761	2.672*
	Government	50	102.96	22.446	3.174	

Significant at 0 .01& 0.05 level of significance

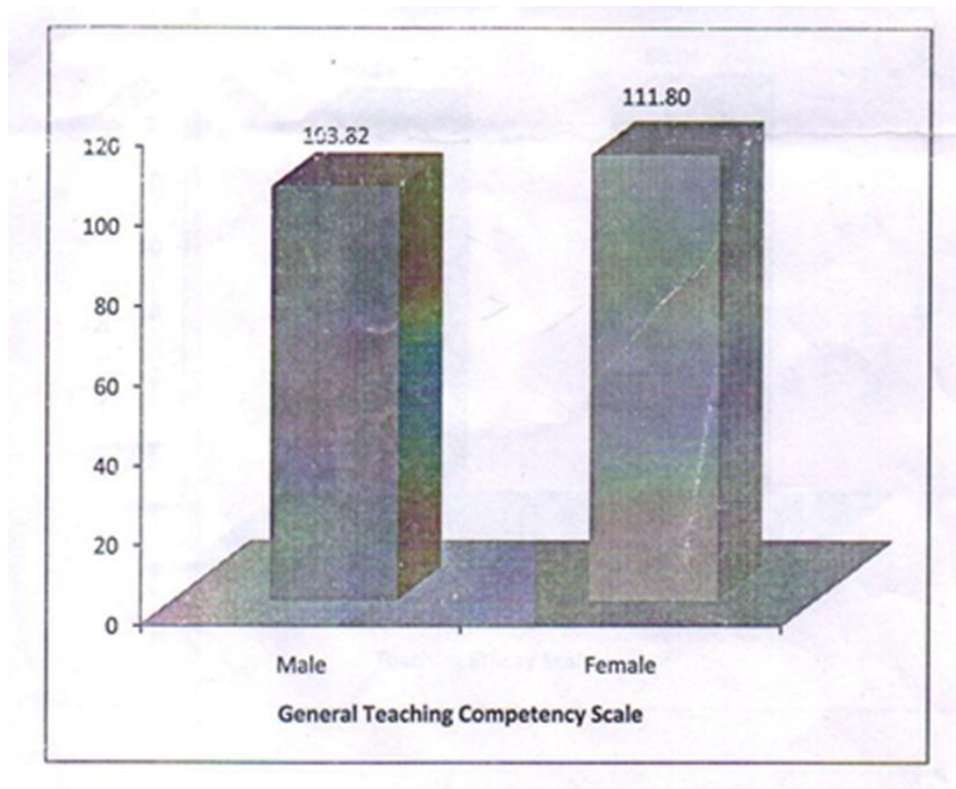


The table 4.1 reveals that calculated t value 2.672 was found to be more than at the 0.05 level of significance. so it reveals that there is significant difference in teaching competency of government and private secondary school teachers. The mean score of private school is 112.66 and that of government school is 102.96. The standard deviation of private school is 12.452 and that of government school is 22.446. Here the calculated t-value is 2.672 which is greater than corresponding table values at 0.05 level .Hence, it concluded that „there exists no significant difference in teaching competency of government and private secondary school teachers“ was rejected.

Table-4.2: Comparison of Mean Scores & Standard Deviation of Teaching Competency of Male and Female Secondary School Teachers

		Gender	N	Mean	Std. deviation	Std. error	T
General teaching Competency Scale	Female	50	111.80	15.317	2.166	2.173*	
	Male	50	103.82	20.971	2.966		

* Significant at 0.05 level of significance

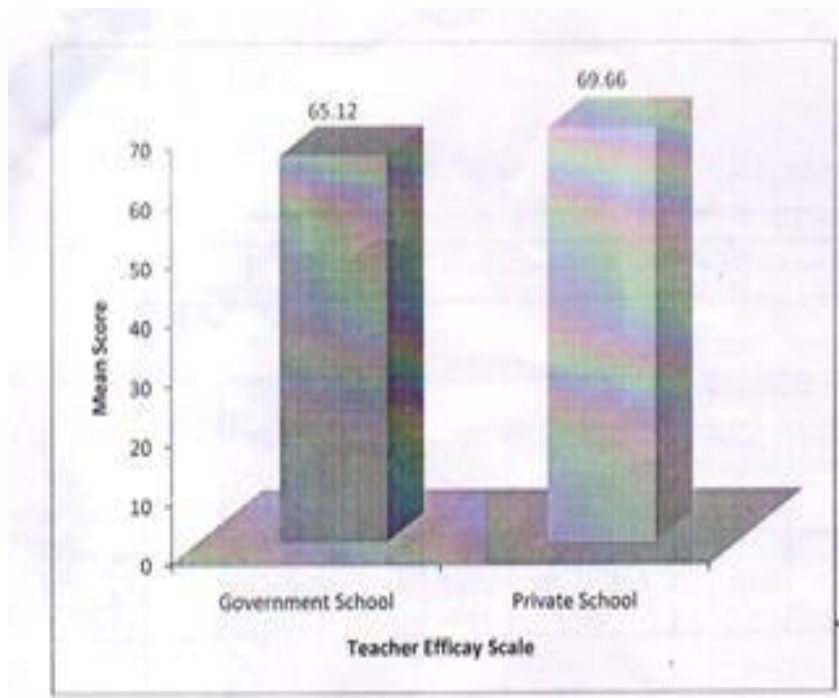


The table 4.2 reveals that calculated t value 2.173 is found to be more than at the 0.05 level of significance. So it reveals that there is significant difference in teaching competency of male and female secondary school teachers. The mean score of male teachers is 103.82 and that of female teachers is 111.80. The standard deviation of male teachers is 20.971 and that of female teachers 15.317. Here the calculated t-value is 2.173 which is greater than corresponding table values at 0.05 level. It is concluded that there exists no significant difference in teaching competency of male and female secondary school teachers was rejected.

Table-4.3: Comparison of Mean Scores & Standard Deviation Self –Efficacy of Government and Private Secondary School Teachers

	Type of School	N	Mean	Std. Deviation	Std. error mean	T
Teacher Efficacy scale	Private school	50	69.66	5.871	8.30	2.707*
	Government School	50	65.12	10.305	1.457	

*Significant at .01& 0.05 level of significance

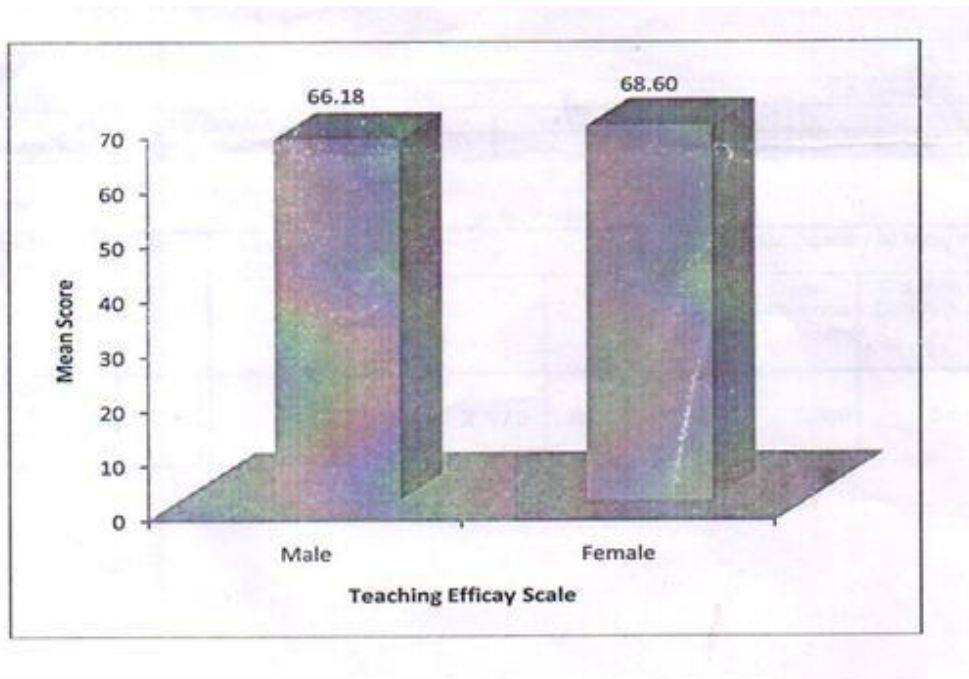


The table 4.3 reveals that calculated t value 2.707 is found to be more than at the 0.05 level of significance. So it reveals that there is significant difference in self- efficacy of government and private secondary school teachers. The mean scores of private school teachers is 69.66 and that of government school teachers is 65.12. The standard deviation of private school teachers is 5.871 and that of government school teachers is 10.305. Here the calculated t-value is 2.707 which is greater than corresponding table values at 0.05 level. Hence, It is concluded that the hypothesis , “ there exists no significant difference in self –efficacy of government and private secondary school teachers” was rejected.

Table-4.4: Comparison of Mean Scores & Standard Deviation of Self- Efficacy of Male and Female Secondary School Teachers

	Gender	N	Mean	Std. deviation	Std. error mean	t
Teacher efficacy scale	female	50	68.60	8.408	1.189	1.406*
	Male	50	66.18	8.803	1.245	

*Not Significant at 0.01 & 0.05 level of Significance



The table 4.4 reveals that calculated t value 1.406 is found to be more than at .01 & 0.05 level of significance. So this reveals that there is no significant difference in self-efficacy of male and female secondary school teachers. The mean scores of male school teachers is 66.18 and that of female school teachers is 68.60. The standard deviation of male school teachers is 8.803 and that of female school teachers is 8.408. Here the calculated t-value is 1.406 which is smaller than corresponding table values at 0.05 level. Hence, It is concluded that in this hypothesis “ there is exists no significant difference in self-efficacy of male and female secondary school teachers” significant difference in self- efficacy of male and female secondary school teacher’s was not rejected.

Table 4.5

Correlations		Teacher	
		Efficacy Scale	
General	Teaching Competency Scale	Pearson Correlation	.211*
		Sig. (2-tailed)	.035
		N	100

*Correlation is significant at the 0.05 level (2-tailed).

TABLE 4.5 reveals that teaching competency and self-efficacy of Secondary school teacher is significant at 0.05 level. Thus the hypothesis that there is no significant relationship between teaching competency and self- efficacy of secondary school teacher’s was not rejected.

Findings of the Study

- The study revealed that teaching competence of government and private secondary schools Teachers, The mean scores of private school teachers is 112.66 and that of Government school teachers is 102.96. So it is inferred that Private school Teachers have better Teaching competence as compared to teachers of government school.
- The study revealed that teaching competence of male and female secondary school teachers. The mean scores of male teachers is 103.82 and that of female teachers is 111.80. So it is inferred that female teachers teaching competence is higher as compared to male teachers.
- The study revealed the self-efficacy of government and private secondary school teachers, The mean scores of private school teachers is 69.66 and that of government school teachers is 65.12. So it inferred that private school teachers have better self-efficacy as compared to teachers of government.
- The study revealed that self- efficacy of male and female secondary school teachers, The mean scores of male teachers is 66.18 and that of female teachers is 68.60. So it inferred that female teacher’s self-efficacy is higher as compared to male teachers.
- The study revealed the significant relationship between teaching competence and self-efficacy of secondary school teachers .It is inferred that teaching competence and self-efficacy of secondary school teachers are significant(significant at level 0.05 level).

There show a significant positive co- relation between teaching competence and self- efficacy.

Educational Implications of the Study

- It has been seen from the above results that there happens to be significant relationship of self-efficacy on teaching competence of secondary school teachers.
- Self-efficacy plays an important part in the level of government and private school teachers.
- Self-efficacy should be considered an important factor in type of schools. Self- efficacy strongly appears to make a difference in government and private school.
- A private teacher with high self-efficacy will always be strong minder and determined thus leading to high efficacy scores compared to government school teachers.
- Teacher educators should be motivated towards for heaving positive attitude towards the profession so that they have actually passion for the profession.
- If teacher education is to be meaningful, an effective, more emphasis should placed on practice teaching that deal with the development of teaching competence and skills actually classroom discussion.
- Practice teaching should be comprehensive experience that gives the student's teacher a feel of what it means to be teachers.
- The results of the study indicate that private teachers have more teaching competence than government teachers.

Conclusion

From the above analysis it can be conclude private school teacher have better teaching competence as compared to teachers of government schools, private school teachers have better self-efficacy as compared to teachers of government schools. Female teachers teaching competence is higher as compared to male teachers, female teacher's self- efficacy is higher as compared to male teachers. The significant positive co-relation between teaching competence and self-efficacy school teachers.

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