

OCCUPATIONAL SELF EFFICACY OF SECONDARY SCHOOL TEACHERS WITH REGARDS TO THEIR TEACHING COMPETENCY

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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, 100 respondents from Allahabad city were selected. Data was collected by Occupational Self Efficacy Scale OSES -Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar and General Teaching Competency Scale (GTCS)-B. K. Passi and Mrs. M. S. Lalitha. By the analysis involved in the study, result has been found that the occupational self efficacy of urban teachers is higher than rural teachers, Teaching Competency of Urban teachers is higher than Rural teachers, Occupational Self Efficacy of Female teachers is higher than Male teachers, Teaching Competency of Female teachers is higher than Male teachers and coefficient of correlation is significant and positive relationship between Occupational Self Efficacy and teaching competency of secondary school teachers.

1. INTRODUCTION

Human is the only required to be trained in order to maintain his life on earth and adopt the environment. Human life which is the best creation of the God has got two aspects: the biological and the sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by Education. The term education is as old as human race on this earth. It can be traced back to the pre-historic era. Every activity that men/women did was nothing but education to himself/herself and other around him. The inventions and discoveries of different times are the foundations of education. Education is spontaneous and continuous, a never ending process. They use of fire, taking shelter in the caves, making of weapons of stone, wood etc. are nothing but the outcomes of educational process to lead a protected and safe life of primitive people. Their experiences gathered led to the meaning of education to others. Moreover, individuals“ strive towards living together in groups, sharing their thoughts, ideas and experiences as a whole marked the path of education in the later period. “The people of a country are the enlarged replica of their teachers”. They are the real nation builders.

We often hear about 21st-century learners and the knowledge and skills our students will need in the future. What about teachers? What instructional skills will 21st-century teachers need to prepare our students? How are they different from the skills teachers needed in the past?

The concept of self-efficacy was originally developed by Albert Bandura, and has been de-fined as the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals. As such, self-efficacy is a self-system that controls most per-sonal activity, including appropriate use of professional knowledge and skills. Teacher self-efficacy is the belief that teachers have about their abilities and skills as educators.

Self-efficacy is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals. It exists in many fields of human functioning, including both professional and private practice. Specifically, in an educational context, teacher self-efficacy is the teacher's personal belief in the strength to plan education and accomplish educational objectives. It is in effect the belief that the teacher has the ability to teach students efficiently and effectively.

According to Bandura's theory, four sources" enhance the development of high teacher self-efficacy:

- (a) mastery learning experiences,
- (b) Vicarious experiences,
- (c) Social persuasion, and
- (d) Physiological and emotional states.

Lord Krishna said in Geeta "Yoga karmasu kausalam", which means that the yoga is competence in the duties. Some teachers are adjudged more prosperous while some are not, because of their skills. Knowledge and use of skills determine their competency. Competency in teaching is the skill or the ability to make the impossible possible. Continuous experience of doing it furnishes the person for it. Thereafter, the person becomes competent to supervise that job. An effective teacher may be understood as one who helps in the development of basic skills, understandings, proper practice habits and desirable attitudes, value judgments and fair personal adjustment of the students.

Teaching competency has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skills.

Some characteristics of a competency are as follows:

1. A competency consists of one or more skills whose mastery would enable the attainment of the competency.
2. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills, and attitude.
3. Possessing a performance dimension, competencies are observable and demonstrable.
4. Since competencies are observable, they are also measurable. It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill, and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based.

Teacher self-efficacy should be recognized by teacher "competence", which is usually described and practiced to refer to the teacher's professional knowledge and 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. States that teachers' competency such as behavior, skills and knowledge related to school performance. According to Encyclopedia of Teacher Training and Education 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 .

2. **OBJECTIVES OF THE STUDY**

This study is carried out to analyze occupational self efficacy and teaching competency of Secondary School Level in Allahabad District.

- 2.1 To study the occupational self efficacy and teaching competency of urban and rural secondary school teachers.
- 2.2 To study the occupational self efficacy and teaching competency of secondary school teachers with respect to gender.
- 2.3 To study the relationship between occupational self efficacy and teaching competency of secondary school teachers.

3. **HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following:

- 3.1. There exists no significant difference of occupational self efficacy and teaching competency of urban and rural secondary school teachers.
- 3.2. There exists no significant difference of occupational self efficacy and teaching competency of secondary school teachers with respect to gender.
- 3.3. There will be relationship between occupational self efficacy and teaching competency of secondary school teachers.

4. **DELIMITATION OF THE STUDY**

Due to the involvement of time, money and energy, the present study has been limited on the basis of the following factor:

- 4.1. The study is limited to the secondary school teachers of Allahabad district.
- 4.2. The study was delimited to 100 sample including 50 urban and 50 rural teachers of secondary school.
- 4.3. The study delimited to urban and rural secondary school.

5. **METHODOLOGY**

The investigator used the descriptive survey method of study as it aims to identify and measuring occupational self efficacy and teaching competency which is possible only through the descriptive survey method.

6. **SAMPLE**

20 Schools on a random basis were selected out of 50 secondary schools situated in rural and urban areas of Allahabad district. From these 20 schools and 100 teachers were selected as a sample on a Random basis.

7. **TOOLS USED**

Occupational Self Efficacy Scale OSES -Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar:

For the purpose of this study, the six factors given by Pethe, Chaudhari, and Dhar (n.d.) represent occupational self-efficacy. These are Confidence, Command, Adaptability, Personal effectiveness, Positive attitude and Individuality. Confidence is dependence on one's own abilities. Command is sense of control over the situation. Adaptability is ability to adjust. Personal Self-Efficacy a Key Factor 104 effectiveness is the inclination towards continuous development. Positive attitude is the ability to evaluate optimistically. Individuality is independence in making decisions and setting standards for performance.

General Teaching Competency Scale (GTCS)-B. K. Passi and Mrs. M. S. Lalitha: This general teaching scale measures all the teaching skills constituting the entire teaching task and making observations regarding the effectiveness of performance of each of those teaching skills. This tool provides a measure of teaching competency of secondary school teachers. There are 21 items related to 21 teaching skills which encompass the entire teaching-learning process in the classroom. They are related to five major aspects of classroom teaching namely Planning, presentation, Closing, Evaluation, and Managerial. It is 7 point rating scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from 1(for not at all) to 7 (for very much).

8. STATISTICAL TECHNIQUES

- 8.1. **Mean:** Mean of teaching competency of different groups was calculated.
- 8.2. **Standard deviation:** S.D. of teaching competency of different groups was calculated.
- 8.3. **T.test:** It has been used to calculate the significant difference between the mean of different groups.
- 8.4. **Co.Relation:** It has been used to coefficient of correlation

9. PROCEDURE

The data was collected by administering a Occupational Self Efficacy Scale(OSES) and General Teaching Competency Scale (GTCS) on a selected sample of secondary teachers. The scoring procedure was done according to the manual of the scale. Data were treated statistically to find out the result and calculation. Mean, Standard deviation, t-test and co.Relation were used to find out the results. The results were as follows:-

9.1 The comparison of occupational self efficacy and teaching competency of urban and rural secondary school teachers.

Table-1 comparison of Occupational Self Efficacy and Teaching competency with respect to Locale

Variables	Locale	N	Mean	S.D.	t-value
Occupational Self Efficacy	Urban	50	78.34	6.42	.486
	Rural	50	77.76	5.30	
Teaching Competency	Urban	50	107.36	12.74	.296
	Rural	50	106.72	9.97	

On the basis of results, it can be concluded that Mean of Occupational Self Efficacy of Urban teachers (78.34) is higher than Rural teachers (77.76). t-value (.486) But this difference was found to be insignificant on both levels of significance (0.05 & 0.01). Thus the null hypothesis was accepted.

On the basis of results, it can be concluded that Mean of Teaching Competency of Urban teachers (107.36) is higher than Rural teachers (106.72). t-value (.296) But this difference was found to be insignificant on both levels of significance (0.05 & 0.01). Thus the null hypothesis was accepted.

9.2 The comparison of occupational self efficacy and teaching competency of secondary school teachers with respect to gender.

Table-2 comparison of Occupational Self Efficacy and Teaching competency with respect to Gender

Variables	Locale	N	Mean	S.D.	t-value
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Occupational Self Efficacy	Male	50	77.98	6.23	.110
	Female	50	78.12	5.54	
Teaching Competency	Male	50	105.56	10.30	1.380
	Female	50	108.52	12.30	

On the basis of results, it can be concluded that Mean of Occupational Self Efficacy of Female teachers (78.12) is higher than Male teachers (77.98). t-value (.110) But this difference was found to be insignificant on both levels of significance (0.05 & 0.01). Thus the null hypothesis was accepted.

On the basis of results, it can be concluded that Mean of Teaching Competency of Female teachers (108.52) is higher than Male teachers (105.56). t-value (1.380) But this difference was found to be insignificant on both levels of significance (0.05 & 0.01). Thus the null hypothesis was accepted.

9.3 Relationship between occupational self efficacy and teaching competency of secondary school teachers.

Table-3 Relationship between occupational self efficacy and teaching competency of secondary school teachers.

Variables	N	Df	R.value
Occupational Self Efficacy Teaching Competency	100	99	.080

coefficient of correlation (r) came out to be 0.080 which is significant and positive relationship between Occupational Self 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.

10 CONCLUSION

On the basis of analysis of data, it may be concluded that the Self Efficacy and competency of urban teachers is higher than the rural teachers. It may be due to the differences in environment and facilities used by urban. It is also found that the Self Efficacy and competency of female teachers is higher than the male teachers. It may be due to the basic nature of females as they are very caring and expert in handling children. coefficient of correlation is significant and positive relationship between Occupational Self Efficacy and teaching competency of secondary school teachers.

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