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## TEACHER EFFICACY IN RELATION TO TEACHING COMPETENCY

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The quality of education depends much on the effectiveness of the teacher, as teacher is considered to be the hub of the teaching learning process. But it is not easy to ascertain effectiveness and ineffectiveness of a teacher. Normally, teacher's Efficacy refers to the results on teacher gets or the amount of progress the pupils towards certain learning objectives. Effectiveness of teacher is viewed in terms of his success in bringing out deserted learning out comes. Thus Teacher Efficacy can be defined as a product of the interaction between certain teacher characteristics and the teaching learning situations. Though teaching competency has been recognized as an important component of teaching learning process, relatively little effort is made to define the term. A peep in into the literature of teacher effectiveness as one finds many related terms such as 'teaching success', 'successful teacher', 'teaching efficiency', 'teacher performance' and 'Teaching Competency' etc.

Though the conceptual frame work is systematic and sound in its presentation, in reality, how far the Teacher Efficacy and Teaching Competency are correlated and inter-dependent, if so, to what extent, and how far the dimensions of the Teacher Efficacy and Teaching Competency of inters and intra related are the immediate queries to solve the problem. To answer the above queries, the present researcher has considered answering the above queries.

The ultimate aim of any education is to make a man of good character and useful citizen of the universe. This aim of education we can achieve through the quality of education, quality of teachers and quality of teaching learning process. Other things remaining, the quality of education largely depends on the quality of teaching learning transaction. This teaching learning transaction cannot be undertaken in vacuum but it positively directed action, for which teachers are to be endeavour with creative teaching and Teaching Competency. This is the right time to focus the significance of



Teacher Efficacy and Teaching Competency. There should be enormous amount of research has to be taken place to answer the queries like - What is Efficacy? What is Teaching Competency? How far Teacher Efficacy and Teaching Competency are correlated? How far Teacher Efficacy and Teaching Competency are related to Pupil out comes in different areas of classroom learning? The impacts of Teacher Efficacy and Teaching Competency on achievement of Educational objectives are to be answered.

Mary Siew-Lian Wong (2005) studied 'Language Learning Strategies and Language Self-Efficacy'. This study explored graduate pre-service teachers' language learning strategies and language self-efficacy and the relationship between these two constructs. Karen Parker and Others (2006) studied 'Collective Teacher Efficacy, Pupil Attainment and Socio-economic Status in Primary School'. In this study Collective teacher efficacy (CTE) refers to the collective perception in a school that teachers make an educational difference to their pupils over and above the impact of their social circumstances. Paneque, Oneyda M, Barbeta and Patricia M.(2006) studied 'A Study of Teacher Efficacy of Special Education Teachers of English Language Learners with Disabilities'. This study examined the teacher efficacy of special education teachers of English language learners (ELLs) with disabilities by surveying 202 elementary special education teachers. Overall participant teacher efficacy scores were high and Wu, Su-Chiao (2006) studied 'Teacher Efficacy and Elementary Teacher Education'. In this study Elementary teacher education in Taiwan Taiwan's education system produces pupils with some of the highest test scores in the world, especially in maths and sciences.

While in the case of Teaching Competency studies of Greg Hearn and others (1996) studied 'Defining Generic Professional Competencies in Australia: Towards a Framework for Professional Development'. This study examines the extent to which there are competencies which are generic to professions in Australia. Lily Orland-Barak and Hayuta Yinon (2006) studied 'When Theory meets Practice : What Student-Teachers learn from guided reflection on their own classroom discourse'.

This study disclosed that Drawing on extant theorizing and research on reflective teaching, this paper discusses the impact of an innovative methods course designed around the activity of student teachers' reflections on their own classroom discourse, for their understandings of the connections between theory and practice

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and Carolyn Lavelly and others (1994) studied 'Contemporary Teacher Classroom Performance Observation Instruments'. The purpose of this paper is to overview the state of the art of contemporary classroom teaching performance observation instruments.

### **Objectives of the Study:**

I) Studying the significance of - (1) relationship between Teacher Efficacy and Teaching Competency; (2) inter-relationship between the dimensions of Teacher Efficacy and Teaching Competency; (3) Studying the Significance of difference between demographic and professional variables like Sex, Locality, Qualification, Age, Marital Status, Experience and Type of Institution so as to measure the Efficacy and Teaching Competency among the sample of Junior College Lecturers.

### **Hypotheses:**

- There is no significance of relationship among the selected sample Junior Lecturers in their Teacher Efficacy and Teaching Competency.
- There is no significance of relationship between the dimensions of Teacher Efficacy and Teaching Competency Scales.
- There is no significance of difference between the Lecturers in their Teacher Efficacy and Teaching Competency taking the Variables like Sex, Locality, Qualification, Age, Marital Status, Experience and Type of Management.

### **Sample:**

To study the Teacher Efficacy in relation to Teaching Competency, the investigator has conducted this study on the sample of 129 Junior College Lecturers in the District of Vizianagaram.

### **Description of the Tools:**

Teacher Efficacy tool was designed and standardized by Dr.S.R.Peri (1983) for the purpose of his research in which four dimensions are very important. They are – (1) Personal, (2) Professional, (3) Intellectual and (4) Social aspects. Similarly of many dimensions of teaching competency was constructed and standardized by Dr. VSR Pakalapati (1994) in which five aspects are very important. They are – Planning (pre-instructional), Presentation (Instructional), Closing, Evaluation - and Managerial.



## Procedure:

In order to test the hypotheses the investigator is planned and executed in four phases. In the first phase developing and standardization of Teacher Efficacy and Teaching Competency self-rating scales. In the second phase measuring the Teachers' opinionnaire with the help of above two self-rating scales. In the third phase using appropriate statistical procedure is adopted to find out the significant relationship between Teacher Efficacy and Teaching Competency. In the fourth phase using appropriate statistical procedures to find out the significant difference between the different demographic variables of teachers in their Teacher Efficacy and Teaching Competency.

## Analysis of Data:

The following statistics are adopted for arriving at conclusions like co-efficient correlation to find the relationship between Teacher Efficacy and Teaching Competency and also obtained the Critical Ratio values variables wise.

**Table 1**  
**Table showing significance of 'r' between Teacher Efficacy and Teaching Competency**

Variable category	N	df	'r'	Probability
Teacher Efficacy Teaching Competency	129	127	0.58	Significant at 0.01 Level

**Table 2**  
**Table showing the inter-correlation Matrix of various Dimensions of Teacher Efficacy of S.R.Peri's Scale (1984)**

	Personal	Professional	Intellectual	Social
Personal	1.00	0.73	0.29	0.48
Professional		1.00	0.52	0.65
Intellectual			1.00	0.44
Social				1.00

(The tool consists of 40 items and the total will be in between 40 to 200 scored in Likert type (5 point scale))



**Table 3**  
**Table showing the inter-correlation Matrix of Various Dimensions of Teaching Competency Scale of Dr.VSR, Pakalapati (1994)**

	Planning	Presentation	Closing	Evaluation	Managerial
Planning	1.00	0.66	0.38	0.47	0.27
Presentation		1.00	0.75	0.55	0.44
Closing			1.00	0.33	0.41
Evaluation				1.00	0.39
Managerial					1.00

(The tool consists of 59 items and the total will be in between 59 to 295 scored in Likert type (5 point scale))

**Table 4**  
**Table showing the significance of difference of Teacher Stress Between the Teachers considered under different variables**

Variable category	Mean	S.D	N	C.R
Male Teachers	129.17	33.08	77	2.35*
Female Teachers	114.57	35.41	52	
Rural area Teachers	118.62	38.75	39	2.12*
Urban area Teachers	133.15	28.13	96	
Teachers with PG Degree	134.74	24.36	107	1.98*
Teachers with PG with M.Phil/Ph.D	117.51	39.33	22	
Below 35 years Experience	131.32	29.18	63	1.88@
Above 35 years Experience	121.64	29.14	66	
Married Teachers	129.45	29.57	91	2.21*
Unmarried Teachers	115.74	33.09	38	
Below 15 years Age	126.69	28.86	74	2.04*
Above 15 years Age	116.51	27.43	55	
Aided/Government	121.72	31.73	49	2.8*
Private Unaided	133.14	27.85	80	

\*Significant at 0.05 level

@Not Significant at any level



**Table 5**

**Table showing the significance of difference of Mean Between Teachers taking the various variable into consideration in their Teaching Competency**

Variable category	Mean	S.D	N	C.R
Male Teachers	168.11	47.79	77	1.58@
Female Teachers	154.37	48.82	52	
Rural area Teachers	147.32	49.26	39	1.97*
Urban area Teachers	165.39	45.21	96	
Teachers with PG Degree	168.35	36.18	107	2.47*
Teachers with PG with M.Phil/Ph.D	140.11	51.09	22	
Below 35 years Experience	149.37	41.29	63	2.01*
Above 35 years Experience	163.78	39.87	66	
Married Teachers	151.76	43.25	91	2.03*
Unmarried Teachers	169.23	45.12	38	
Below 15 years Age	156.84	42.11	74	1.19@
Above 15 years Age	165.95	43.27	55	
Aided/Government	152.81	42.08	49	2.14*
Private Unaided	168.87	40.21	80	

\*Significant at 0.05 level

@Not Significant at any level

**Table 6**

**Table showing the Mean values of the Dimensions in respect of Job Satisfaction and Stress (N = 178)**

TEACHER EFFICACY			TEACHING COMPETENCY		
Dimension	Mean	S.D	Dimension	Mean	S.D
Personal	27.15	6.75	Planning	32.55	8.59
Professional	24.79	6.68	Presentation	88.22	18.08
Intellectual	26.38	6.76	Closing	20.21	4.32
Social	24.86	6.12	Evaluation	16.18	2.83
			Managerial	22.27	5.09

### Results and Discussion:

- 1) There is significance of relationship between Teacher Efficacy and Teaching Competency among the selected sample of Junior College Lecturers.
- 2) There is significance of relationship between the dimensions of Teacher



Efficacy among the selected sample of Junior College Lecturers.

- 3) There is significance of relationship between the dimensions of Teaching Competency among the selected sample of Junior College Lecturers.
- 4) There is significance of difference between the Junior College Lecturers in their Teacher Efficacy in respect of the variables – Sex, Locality, Qualification, and Type of institution and no significance of difference is found in respect of experience category.
- 5) In respect of Teaching Competency aspect, there is significance of difference between the variables – Locality, Experience, Marital Status and Type of Institution. Whereas the variables Sex and Age categories do not differ significantly.
- 6) In respect of Teacher Efficacy, the Personal aspect is the highest in the merit order followed by Intellectual, Social and Professional aspects. While in the case of Teaching Competency – the Presentation is the highest in merit order followed by Planning, Managerial, Closing and Evaluation.

The result of the study disclosed that the Teacher Efficacy aspect influenced in respect of variables Sex, Locality, Qualification, Age, and type of Management, whereas the Teaching Competency aspect influenced in respect of variables Locality, Experience, Marital Status and Type of Institution. From the above findings it is concluded that the Teacher Efficacy and Teaching Competency aspects are independent and interdependent. Further, it is not out of place to mention that the Efficacy and Teaching Competency aspects are occupied vital important in the teaching learning process.

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