

## A Study On Teacher Effectiveness In Relation to Self Efficacy Among Secondary School Teachers

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**ABSTRACT:** The purpose of the study is to examine the relationship between teacher effectiveness and self-efficacy among secondary school teachers. Teacher effectiveness is considered as a composite of the qualities or characteristics of teacher such as skills, competencies, classroom instruction, knowledge and practical mastery over pedagogical techniques, evidence of improvement and growth made in curriculum transaction, Participation in extra instructional activities and practice of ethics of teachers. The present study two scales are used they are teacher effectiveness scale developed by Dr. Umme Kulsum (2012) and Teacher self-efficacy scale developed by Vishal Sood (2016) was adopted for the present study. A sample of 100 secondary school teachers representing all categories of secondary schools in YSR Kadapa district of Andhra Pradesh state by following the standardized procedures. To analyse the data 't' test and 'F' test were employed. There is significant relationship between teacher effectiveness and teacher self-efficacy at 0.01 level.

**KEYWORDS:** Teacher effectiveness, self-efficacy, age, locale, teaching experience and secondary school teachers.

### I. INTRODUCTION:

Education is one of the most powerful instruments of socio, economic and cultural transformation necessary for the realization of the National goals. It helps to increase the productivity, achieve national integration and accelerate the process of modernization. It cultivates social, moral and spiritual values among people. The successful running of any educational system in general and secondary education in particular depends mainly on the teacher, teacher effectiveness, teaching competencies, the curriculum, and the teaching equipment etc., of these the teacher is the national development is becoming increasingly important.

The intellectual and personality development of students depends largely on the commitment of the teachers.

Good teachers are confident, compassionate, friendly, dedicated, self-learners, flexible, sense of humour, patient, free of bias, self-motivated, self-disciplined, communicative etc.

The effectiveness of educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imports the entire educational curricula allotted to him the best and most educational manner but also ensures the best possible academic performance and an optimum development on the personalities of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers becomes imperative to empower the students for facing the emerging challenges of the global world.

Self-efficacy is the measure of one's own ability to complete tasks and reach goals. Psychologists have studied self-efficacy from several perspectives nothing various paths in the development of self-efficacy. People with high self-efficacy generally believe that they are in control of their own lives, that their own actions and decisions shape their lives, while people with low self-efficacy may see their lives has outside their control. Several studies have also established that teachers with a strong sense of efficacy tend to exhibit greater levels of planning, organization and enthusiasm. They persist when things don't go smoothly and are more resilient in the face of setbacks.

Teacher self-efficacy is related to self-concept, self-esteem, focus of control and sense of responsibility it is theoretically and empirically distinct from these constructs. On a global level, teachers hold belief about which they are in their classroom, their teaching self-concept and how they feel about themselves in their classrooms and

their teaching self-esteem. Teacher's self-concept and self-esteem are considered global because they are broad, descriptive mental representations teachers hold about the work they do in their classrooms. In contrast, scholars studying teacher efficacy attempt to identify specific, task-related judgements teachers make about their ability to bring about task-specific outcomes.

Teacher effectiveness is virtually complex in nature as it is a single factor but a multiple of factors that influence the effectiveness of teachers. This includes experience, content knowledge, mastery over skills etc. It is relative and significantly defers from person to person which respect to teacher self-efficacy, age, marital status, social status and type of management on effectiveness of teachers.

## II. NEED AND IMPORTANCE OF THE STUDY:

Teaching is a dynamic and complex phenomenon, involving teachers, pupils, and subject-matter. Studies of teacher-effectiveness have failed to identify a single pattern of effective teaching. Although certain teaching patterns are better than others, there is no kind of good teaching that fits universally all teaching situations, all teachers and all pupils. Good teaching can not be defined because the criteria differ for every instructional situation and every teacher. Humayun Kabir rightly said once, "Without good teachers even the best of system is bound to fail, with good teachers, even the defects of a system can be largely overcome".

The teacher is the flywheel of the whole educational machine. Elaborate blueprints, modern school plans, the best equipment, the newest of the new media or progressive methods will remain dead fossils unless there is the right use of teachers. The document Challenge of Education – A Police Perspective (1985) has highlighted that teacher performance is the most crucial input in education. No development has teacher as the threshold of development of new technology which is likely to revolutionize the classroom teaching. Only effective teachers can materialize policies and plans of education in the classroom at the grass-root level.

Self-efficacy means person's belief in their capacity to successfully perform a particular task. Along with goal-setting, self-efficacy is one of the most powerful motivational predictors of how well a person will perform at almost any endeavour. It determined effort, persistence and strategy in the accomplishment of tasks

Teacher self-efficacy is a vital factor and a worthy variable in educational research. Teacher efficacy is defined as a teacher's judgment of his/her own capability to bring about desired outcomes from students' engagement and learning, even among those students who may be difficult or unmotivated. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways.

Teachers with a high sense of efficacy exhibit greater enthusiasm for teaching and have greater commitment to teaching and are more likely to stay in teaching with open to new ideas and more willing to experiment with new methods to meet the needs of their students in a better manner.

Therefore at this juncture the investigator made an attempt to find out the relationship between teacher effectiveness and self-efficacy and their perceived impact on secondary school teachers are taken in the present study.

## III. 3 .REVIEW OF LITERATURE

**Raj Ushalaya D. & Pachaiyappani (2014)** conducted a study to evaluate the teacher effectiveness of secondary and higher secondary school teachers. The results concluded that male and female teachers do not differ significantly in their teacher effectiveness and urban teachers were found to be more effective in their teaching than rural teachers. Significant difference in teacher effectiveness was found among the school teachers with respect to teaching experience and type of school management.

**Nandkishor Chouhary and Meena Arora (2015)** conducted a study on 'Study of teacher effectiveness among male and female teachers at secondary level in Punjab' and investigated that there is no significant difference of teacher effectiveness exists male and female teachers of Punjab at secondary level. There is no significant difference of teacher effectiveness exists between urban and rural teachers of Punjab at secondary level.

**Devamma(2018)** investigated the relationship between teaching effectiveness and morale of secondary school teachers. The differential effect of gender and type of school on the variable were also investigated. Higher teaching effectiveness was found to go with levels of morale significant difference was observed between government and aided and unaided school teachers. The government and unaided school teachers however found to be alike in their teacher effectiveness. No significant gender difference was noticed in teaching effectiveness of secondary school teachers.

#### IV. OPERATIONAL DEFINITIONS OF THE TERMS

##### Teacher effectiveness:

The ability of a teacher to create meeting and an interaction between the physical, intellectual and psychological interests of the study and someone given subject matter or content, the ability of the teacher to relate the learning activities to the developmental process of the learners and to their current and immediate interests and needs.

Those personal attributes that define the classroom effectiveness of a teacher. The qualities of an effective teacher include mastery over the subject, organizational skills, warmth, calmness and ability to establish rapport with students.

**Teacher self-efficacy.** Self-efficacy means person's beliefs in their capacity to successfully perform a particular task, along with goal setting. Self-efficacy is one of the most powerful motivational predictors of how well a person will perform at almost any endeavour. It determines effort, persistence and strategy in the accomplishment of tasks.

Albert Bandura has define self-efficacy has one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks and challenges. In this study, self-efficacy of a teacher means the score obtained by the respective teacher on the teacher self-efficacy scale.

**Tschannen – Moran, Woolfolk Hoy and Hoy (1998)** defined teacher self-efficacy as a teacher's "Judgement of his or her capabilities to bring about desired outcomes of students engagement and learning, even among those students who may be difficult or unmotivated."

#### V. OBJECTIVES OF THE STUDY:

The main objective of the present study is to determine teacher effectiveness in relation to self-efficacy among secondary school teachers. The following are the other specific objectives of the study.

1. To find out the levels of teacher effectiveness of secondary school teachers.
2. To find out the levels of self - efficacy of secondary school teachers.
3. To find out the significant difference if any the teacher effectiveness of secondary school teachers with respect to age, locale, teaching experience.
4. To examine the relationship between teacher effectiveness and teacher self – efficacy.

#### VI. HYPOTHESES :

The following hypotheses have been formulated for the present investigation.

1. There would be significant difference in the teacher effectiveness of secondary school teachers with respect to age, locale and teaching experience.
2. There exist significant relationship between teacher effectiveness and self-efficacy.

#### VII. VARIABLES STUDIED:

##### I. Independent variable:

1. Self-efficacy

##### II. Dependent variable:

1. Teacher effectiveness

##### III. Demographic variables:

1. Age
2. Locale
3. Teaching experience

#### VIII. METHODOLOGY :

To study the present problem the investigator adopted descriptive survey method.

Locale and Sample:

For the purpose of the study the researcher selected YSR Kadapa district of Andhra Pradesh state. There are schools in YSR Kadapa district. Out of schools were identified and from each school 5% of teachers were identified.

Sample table : 1

Sl. No.	Mandal	No. of Schools Identified	Teachers	Total
1	Proddatur	10	50	50
2	Jammalamadugu	10	50	50
Total				100

#### IX. DATA COLLECTION

The investigator personally visited schools with the permission of the head masters of the schools. The Secondary school teachers who

attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Secondary school teachers of the schools. The

Secondary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The teacher effectiveness scale, the teacher self – efficacy scale and personal data sheet were administered

**X. DATA ANALYSIS.**

The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques, like the Pearson’s product moment of co – efficient of correlation, mean score values, standard deviation, ‘t’ tests were employed to test hypotheses

**XI. DISCUSSION:**

**11.1 Levels of Teacher Effectiveness dimension wise of secondary school teachers.**

**Table: 2**

Dimensions	Most Effective Teacher		Highly Effective Teacher		Above Average Effective Teacher		Moderately Effective Teacher		Below Average Effective Teacher		Total	%
	N	%	N	%	N	%	N	%	N	%		
Preparation & Planning for Teaching	10	10%	15	15%	49	49%	14	14%	12	12%	100	100%
Classroom Management	19	19%	13	13%	43	43%	15	15%	10	10%	100	100%
Knowledge of Subject-Matter etc.	11	11%	19	19%	42	42%	19	19%	9	9%	100	100%
Teacher Characteristic	14	14%	17	17%	46	46%	15	15%	8	8%	100	100%
Inter Personal Relations	11	11%	17	17%	45	45%	13	13%	14	14%	100	100%

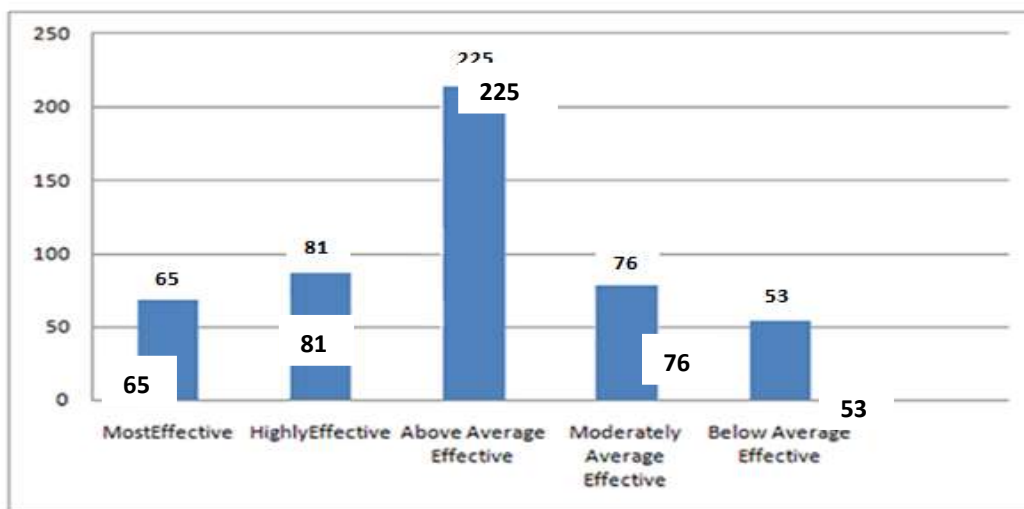


Table – 2 shows that out of 100 secondary school teachers in the dimension of preparation and planning for teaching, 10 % teachers were most

effective, 15% teacher were highly effective 49% were found to be above average effective teachers, 14% teachers were moderately effective teachers,

12% were below average effective teachers. Therefore it seems that majority (49%) were above average effective and a few were found most effective and below average effective teachers.

In the dimension of classroom management the study found that 19% of the teachers were most effective, 13% teachers were highly effective, 43% teachers were above average effective, 15% were moderately effective, 10% teachers were below average effective. Therefore it seems that majority (43%) were above average effective and a few were found below average effective and highly effective teachers.

In the dimension of knowledge of subject – matter etc., the study reveals that 11% teachers were most effective, 19% were highly effective teachers, 42% were found to be above average effective teachers, 19% teachers were moderately effective teachers, 9% were below average effective teachers. Therefore it seems that majority (42%) were above average effective and a few were

found below average effective and most effective teachers.

In the dimension of teacher characteristics the study found that 14% teachers were most effective, 17% teachers were highly effective, 46% were found to be above average effective, 15% teachers were moderately effective remaining 8% teachers were below average effective teachers. Therefore it seems that majority (46%) were above average effective and a few were found below average effective.

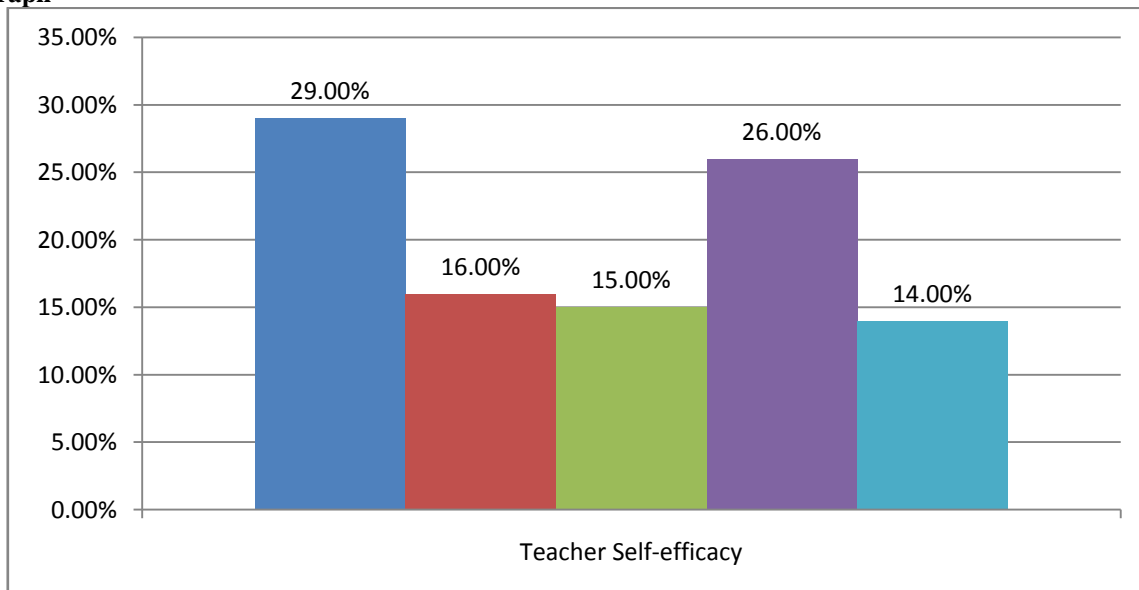
In the dimension of interpersonal relations, the study revealed that 11% were most effective teachers, 17% teachers were highly effective, 45% were found to be above average effective teachers, 13% teachers were moderately effective and remaining 14% were below average effective teachers. Therefore it seems that majority (45%) were above average effective and a few were found moderately effective.

**11.2 Levels of teacher self – efficacy of secondary school teachers.**

**Table : 3**

Sl.	Levels of Teacher self-efficacy	N	%
1	Very high self-efficacy	29	29%
2	High self-efficacy	16	16%
3	Above average self-efficacy	15	15%
4	Average self-efficacy	26	26%
5	Below average self-efficacy	14	14%

**Graph**



As seen from Table – 3 out of 100 teachers, 29 teachers were found very high self – efficacy, 16 teachers were high self – efficacy, 15

teachers were above average self – efficacy, 26 were average self – efficacy teachers and remaining 14 were below average self – efficacy teachers.

Therefore it seems that majority teachers (29%) were very high self – efficacy and a few were found below average self – efficacy teachers.

**11.3 To find out the difference in teacher effectiveness of secondary school teachers with respect to their ‘Age’.**

**Hypothesis :**There would be significant difference in the teacher effectiveness of secondary school teachers with respect to age.

**Table 4: Mean, S.D and ‘t’ – value on teacher effectiveness of teachers with respect to age.**

**Table - 4**

S. No.	Age	N	Mean	SD	‘t’ - value
1.	45 Years & Below	74	195.12	39.49	3.39 **
2.	46 Years & Above	26	223.77	28.64	

\*\* Indicates significant at 0.01 level

From the **Table – 4** that the computed value of ‘t’ (3.39) is greater than the table value i.e. 2.58 and significant at 0.01 level. It indicates that there is a significant difference in the teacher effectiveness among the secondary school teachers with respect to their age. Hence the formulated **Hypothesis is accepted.** It indicates that the teachers having above 45 years age group are more effective in their teaching(M-223.77) compared to

teachers with below 45 years age group(M-195.120).

**11.4 To find out the difference in teacher effectiveness of secondary school teachers belonging to their ‘Locality’.**

**Hypothesis :**There would be significant difference in the teacher effectiveness of secondary school teachers with respect to their locality.

**Table 5: Mean, S.D and ‘t’ – value of Rural and Urban school teachers on teacher effectiveness.**

**Table – 5**

S. No.	Locale	N	M	SD	‘t’ - value
1.	Rural	50	427.42	63.17	3.652**
2.	Urban	50	438.61	68.32	

\*\*Indicates significant at 0.01 level

From the **Table – 5** that the computed value of ‘t’ (3.652) is greater than the critical value of ‘t’ (2.58) for 1 and 98 df at 0.01 level. Hence, the **Hypothesis accepted** for the variable ‘locale’ at 0.01 level of significance. It is concluded that ‘locale ’ has significant influence on the teacher effectiveness of secondary school teachers.

**11.5 To find out the difference in teacher effectiveness among Government and Private secondary school teachers.**

**Hypothesis :**There would be significant impact of ‘Management’ on the teacher effectiveness of secondary school teachers.

**Table 6: Mean, S.D and ‘t’ – value of Private and Government school teachers on teacher effectiveness.**

**Table – 6**

S. No.	Management	N	Mean	SD	‘t’- value
1.	Private	74	46.39	13.77	5.40 **
2.	Government	26	62.85	12.05	

\*\*Indicates significant at 0.01 level

From the **Table – 4** that the computed value of ‘t’ (5.40) is greater than the table value i.e.

2.58 at 0.01 level of significance. It indicates that there is a significant difference in the teacher effectiveness among the secondary school teachers

with respect to their type of school management. Hence the **Hypothesis is accepted**. It indicates that the teachers are who are working in

Government schools are more effective in their teaching as compared to teachers who are working in Private schools.

**Table -7**

**Correlation results related to teacher effectiveness and teacher self-efficacy of secondary school teachers.**

Sl. No.	Teacher Effectiveness	Self-efficacy	X <sup>2</sup>	Y <sup>2</sup>	xy	R
1	39114	20107	343072.44	150403.55	203766.12	0.92

From the above table was observed that the obtained 'r' value (0.92) is greater than the table value (0.25) and significant at 0.01 level . Hence, the formulated hypothesis there exist significant relationship between teacher effectiveness and teacher self- efficacy is accepted. Hence it can be said that there is a positive correlation between teacher effectiveness and teacher self – efficacy at secondary level .

## XII. FINDINGS:

The secondary school teachers posses majority teachers above average effectiveness and very high self-efficacy, it is positive relationship with their teacher effectiveness.

Age is the highly influenced in teacher effectiveness of Secondary school teachers. High age group secondary school teachers have better teacher effectiveness than the low age group secondary school teachers.

Locale is highly influenced in teacher effectiveness of Secondary school teachers. Urban secondary school teachers have better teacher effectiveness than the Rural secondary school teachers.

Management is the highly influenced in teacher effectiveness of Secondary school teachers. Government secondary school teachers have better teacher effectiveness than the Private secondary school teachers.

There exists significant difference in the teacher effectiveness and teacher self-efficacy of secondary school teachers.

## XIII. RESULTS :

Effective teachers take personal responsibility for students learning, determines the difficulty of lesson with the ability of student, give the opportunities to students to practice newly learned concepts, provide direction and control of learning, use a variety of instructional, verbal methodology and visual aids, present material in small steps, initiate classroom dialogues, encouraging independent thinking, problem solving and decision making and provide methods of learning with mental strategies for organizing and learning the content being taught. In this way

effective teacher is one who has clear concept of the subject matter, ability to write clear objectives for his/her course, ability to organize learning materials, ability to communicate his/her knowledge to the students successfully and deal with the classroom situations. The teachers may try to acquaint themselves with novel strategies of teaching as it is an important factor in the teaching – learning process. In order to achieve maximum teacher effectiveness the teachers are motivated by the school principals, in attending various in-service training, workshops, conferences and seminars etc.

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