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RELATIONSHIP BETWEEN SELF - EFFICACY AND TEACHER MOTIVATION OF SECONDARY SCHOOL TEACHERS OF PUNJAB



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Abstract:-Quality education is not possible without self-efficacious and motivated teachers. Therefore, it has become very important to understand teachers' perceptions and beliefs about their selves. Teacher motivation depends upon their self-efficacy beliefs. The research undertaken studies the relationship of self-efficacy with motivation. Descriptive survey method was used. A sample of 1000 secondary school teachers from six districts of Punjab was drawn for the study. Teacher Self-efficacy Scale by Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T Daytner (1999) and ULNs Teacher Motivation Scale constructed by UL Narayan (1986) and standardized by Rao (2008) were used to collect the data. Significant relationship was found between self-efficacy and motivation of secondary school teachers.

Keywords:Self-efficacy, teacher motivation, motivation

INTRODUCTION

Quality education is not possible without self efficacious and motivated teachers. Teachers are expected to motivate students, control the class, prepare lesson plans, present them and evaluate students' work. Understanding teachers' perceptions and beliefs is important if their performance and effectiveness in the classroom is to be assessed.

The theoretical foundation of self efficacy is found in Social Cognitive Theory developed by Bandura (1977, 1997). In his seminal work, 'Self-Efficacy: Toward a Unifying Theory of Behavioural Change', Bandura defined self-efficacy as "beliefs in one's capabilities to organize and execute the course of action required to produce given attainment." Over the last quarter of twentieth century, Bandura continued to develop and defend the idea that our beliefs in our abilities powerfully affect our behaviour, motivation and ultimately our success or failure.

According to Bandura's theory, people with high self efficacy are more likely to take up difficult tasks as something of a challenge. Challenging goals raise the level of motivation and performance success (Loche and Latham, 1990). Self efficacy, infact is a key motivational variable.

Motivation is considered to be a soul achievement of human resources management practices as almost all the human resource practices have fundamental aim which includes job involvement and job satisfaction of an employee and acquiring high level of work motivation (Jerris, 1999). Cole (2000) defines motivation "as a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals which trigger off human behaviour". "The term

represents those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed" (Kreitener and Kinicki, 2001). A motivated person makes use of his cognitive, affective and conative abilities for the achievement of organizational goals. Motivation means a strong desire for teaching which leads to a fruitful outcome: the successful teaching process at the end.

Teacher motivation is correlated with the quality of education as it has an important effect on student achievement. It is related to teachers' attitude to work and his desire to participate in the pedagogical process. It has to do with teachers' involvement or non-involvement in academic and non-academic activities. Pedagogical research has found that motivation, self-efficacy and value expectancy are the most influencing factors on students academic performance (Bandura, 1997; Linnenbrink and Pintrich, 2002).

Efficacy beliefs contribute significantly to the level of motivation and performance. They predict not only the behavioural changes as a result of different external factors but also differences in behaviour between individuals receiving the same external influence; and even variation within the same individual in the tasks performed and those shunned or attempted but failed.

Personal efficacy affects behaviour directly and by impacting goals, outcome expectations, affective states and perceptions of socio-structural impediments and opportunities (Bandura, 2000). Low self-efficacy is associated with depression, anxiety and helplessness. Such individuals have low self-esteem and are pessimistic about their accomplishments and personal development. Thus, it provides foundations for human motivation, well being and

personal achievement.

REVIEW

In most of the researches self-efficacy has been investigated as a dependent variable. Overall results concluded high self-efficacy among teachers. Self-efficacy develops under good organizational climate (Lee et al. 1991). High self-efficacy is associated with innovation and good academic performance (Guskey, 1998). Bandura and Schunk (1981) in their research concluded that perceived self-efficacy was positively related to accuracy of mathematical performance and to intrinsic interest in arithmetic activities. Yan (2001) found that insufficient self-efficacy led to teacher de-motivation. Martin (2006) in his research examined teacher's perception to their student's motivation and engagement and their enjoyment of and confidence in teaching. The cognitive dimension of self-efficacy was also considered. Male teachers reported significantly high student motivation and engagement than female teachers and primary school teachers reported significantly higher student motivation and engagement than high school teachers. Hardre et al. (2006) investigated the relationships between teachers' self-reported classroom goal structures, instructional self-perceptions, teaching efficacy and perception of students' motivation in a developing East Asian nation. Teachers reported that their students' motivation was primarily extrinsic and performance oriented, influenced by external factors, pre-dominantly examination pressure and social expectation. Bhattacharya (2007) in her study tried to find out whether motivational orientation and self-regulatory strategies to learn have a cross cultural significance. The results indicated that intrinsic goal orientation, self-efficacy and rehearsal predicted academic achievement in US while self-efficacy and peer learning predicted academic achievement in India. Chowdhary and Shahabuddin (2007) found positive correlation between self-efficacy and intrinsic motivation and between self-efficacy and extrinsic motivation. Rao (2008) found significant difference between teachers of high and low teacher motivation in respect to their teacher self-efficacy.

OBJECTIVE

To study the relationship between self-efficacy and motivation of secondary school teachers.

HYPOTHESIS

There is significant relationship between self-efficacy and motivation of secondary school teachers.

Method

Descriptive survey method was used.

Sample

A sample of 1000 government secondary school teachers from six districts of Punjab was drawn. The sample consisted of 397 male and 603 female teachers. 500 teachers were taken from rural schools and 500 were selected from urban schools. Stratified random sampling technique was used.

Research Tools

1. Teacher Self-efficacy Scale by Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T. Daytner (1999). The scale consisted of 10 items rated on a 4 point scale. The scale was cross validated and Cronbach alpha was found to be .89 (N=50)
2. ULNs Teacher Motivation Scale constructed by UL Narayan (1986) and standardized by Rao (2008). The scale consists of 35 items rated on a 5 point scale. Nine dimensions were taken under teacher motivation (1) classroom teaching (2) School administration (3) Professional pleasure (4) climate factors (5) Inter personal relations (6) Student behaviour (7) Working conditions (8) Professional development (9) Personal factors. The reliability of the scale was calculated by split half method. The reliability coefficient was found to be 0.88.

DATA COLLECTION PROCEDURE

The investigator personally visited the schools and also took the help of known teachers and friends. After taking permission from the school principals the teachers were handed over the questionnaires and instructions were given. In some schools the questionnaires were got filled immediately whereas in others they were distributed the first time and collected after a week. The teachers were explained the nature and purpose of the test, they were motivated and assured that their answers would remain confidential. The teachers were requested to give personal information on the title page, then read all statements carefully and tick the correct response. The language used for giving instructions was kept as simple as possible.

RESULTS

Table 1
Correlation between dimensions of self-efficacy and teacher motivation

Dimensions	Correlation coefficient
Classroom Teaching	.358**
School Administration	.207**
Professional Pleasure	.270**
Climate Factors	.244**
Inter-personal Relations	.211**
Student Behaviour	.237**
Working Conditions	.096**
Professional Development	.100**
Personal Factors	.288**
Teaching Motivation	.371**

Note. ** indicates significant at .01 level of significance.

Table 1 shows that the co-efficient of correlation between classroom teaching dimension of teacher motivation and self-efficacy is .358 (significant at .01 level); between school administration and self-efficacy is .207

(significant at .01 level); between professional pleasure and self-efficacy is .270 (significant at .01 level); between climate factors and self-efficacy is .244 (significant at .01 level); between inter-personal relations and self-efficacy is .211 (significant at .01 level); between student behaviour and self-efficacy is .237 (significant at .01 level); between working conditions and self-efficacy is .096 (significant at .01 level); between professional development and self-efficacy is .100 (significant at .01 level) and between personal factors and self-efficacy is .288 (significant at .01 level). This shows that all the dimensions of teacher motivation have significant relationship with self-efficacy. The co-efficient of correlation between teacher motivation as a whole and self-efficacy is .371 (significant at .01 level), thereby showing that there is significant relationship between teacher motivation and self-efficacy of secondary school teachers of Punjab. Hence, the above stated hypothesis stands retained.

DISCUSSION

The present study reported significant relationship between self-efficacy and motivation. Related studies on self-efficacy and motivation have showed that self-motivation through goal-setting cultivates self-efficacy beliefs. The results were in accordance with those given by Bandura and Schunk (1981) who concluded that self-efficacy is positively related to accuracy of performance and intrinsic interest. Positive correlation was found between self-efficacy and extrinsic motivation (Chowdhary and Shahabuddin, 2007). A study on self-concept and teaching motivation revealed that conflicts among new teachers negatively affected their motivation. However, such conflicts led to self-reflection which helped them to regain their motivation (Kumazava, 2013).

EDUCATIONAL IMPLICATIONS

Unfortunately, despite the obvious leading role teachers play in schools towards attaining educational objectives the International Labour Organization (ILO, 1990) report lamented that motivation of teachers had reached an intolerable low point. As self-efficacy and motivation are significantly correlated, it becomes necessary to enhance the self-efficacy of teachers and boost their confidence. The educational planners and policy makers need to nourish the beliefs and convictions of teachers and thus increase their motivation. The administrators must ensure good organizational climate and conducive working conditions to look after the extrinsic factors of motivation. Teacher education programmes both pre-service and in service must be redesigned and enriched accordingly. These programmes can empower teachers with high self-efficacy beliefs and self-regulation of learning which can further help in enhancing intrinsic motivation of teachers.

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