Influence of Teachers' Efficacy, Competence and Motivation on their Instructional Strategy

A Study of Secondary School Teachers of English in Jhunjhunu, Rajasthan

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The project deals with the secondary school language teachers' characteristics—Competence (CT), Self-Efficacy (SE), Motivation (MT) and their impact on teachers' Instructional Strategy (IS). A teacher plays an instrumental role in imparting and transferring the knowledge and cultivating the ability to use knowledge at an advanced level. Responsible for the learning of the students, true teachers do not merely tell the learners what to do but would give them the knowledge with which the learners could decide what would be best for them to do. Teacher quality refers to all teacher-related characteristics that produce favourable educational outcomes—teacher quality, effectiveness and behaviour. A good teacher should have sound subject knowledge and psychological traits like attitude, motivation, interest, behaviour, etc. Concepts like efficacy, motivation, etc., are parts of emotional and psychological aspects. Many studies have investigated teachers' sense of efficacy, teachers' motivation, and teachers' competence or proficiency. Teacher quality has been consistently identified as the most important school-based factor in student achievement. If teachers

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> *are exposed to new strategies, it will boost their competency and*
> *efficacy, motivate them on their own and eventually benefit their*
> *instructional strategy or technique in classroom teaching.*

To meet the emerging demands of more sensitive teacher education from the school system, there is a need to prepare teachers for a dual role like encouragement, supportive and humane facilitator in teaching-learning situations that have emerged in the light of changing national development goals and educational priorities. Therefore, the aim of this study was to identify the significance of teachers' Competence (CT) and some of the behavioural aspects like teachers' Self-Efficacy (SE) and Motivation (MT) on their Instructional Strategy (IS) in classroom teaching.

Objectives

The main objectives of the study were:

- To assess the impact of teachers' efficacy, competence and motivation on their instructional strategy.
- To classify and evaluate the factors comprising effective instructional strategy.
- To make recommendations to teachers and administrators to improve the quality of teaching and maximise its benefits.

Research Questions

The study attempted to answer the following questions:

- What is the understanding level of CBSE and BSER teachers' related to IS and its sub-parts?
- What is the understanding (conceptualisation) of teachers related to the concept of SE, CT, MT, and IS in Jhunjhunu district?
- What is the level of teachers' SE, CT, MT?
- Is there any significant relationship among teachers, SE, CT, MT, and IS?
- Do teachers, SE, CT and MT influence their IS?
- Is there any difference between CBSE and BSER teachers' understanding regarding SE, CT, MT and IS?
- How do teachers implement IS while teaching in the classroom?
- How do students perceive about teachers' IS that is adopted in the classroom?

Method

In the present study, both quantitative and qualitative tools and techniques were used to answer the research questions. Ex-post facto research design was adopted in the study by applying a cross-sectional survey method and focus group discussion. Sample population for the study comprised of CBSE and BSER affiliated secondary school teachers and students selected through random sampling from six tehsils of Jhunjhunu district (Rajasthan, India) namely, Jhunjhunu, Chirawa, Buhana, Khetri, Udaipur and Nawalgarh. All six tehsils had approximately 250 schools (private and government) affiliated to BSER and approximately 70 schools (private) affiliated to CBSE. The study used 40 per cent and 50 per cent sample of the target population schools affiliated to BSER and CBSE respectively. For a qualitative study, 70 teachers (30 from BSER and 40 from CBSE) and 62 student respondents were interviewed. Both teacher and student respondents were part of CBSE and BSER. The variables and scales to measure teachers' characteristics (CT, SE, MT and IS) were adopted from a standardised questionnaire. A questionnaire consisted of ordinal scales based on Likert five-point scale. The teachers' interview schedule and students' interview schedule were used to interview both teachers and students. It consisted of 6 and 12 open-ended questions for teachers and students respectively. SPSS and MAXQDA software were used for the analyses. Various statistical techniques like frequency, exploratory factor analysis, T-test and standard multiple regression were used to come up with findings for both quantitative and qualitative analysis.

Results

The major gleanings of the study were the following:

Quantitative Analysis

Teachers' characteristics (CT, SE, MT and IS) were conceptualised in proper detail. Teachers were competent enough in content knowledge such as grammar, phonetics, and literature. Majority of the teachers had an average level of self-efficacy and motivation. Teachers were more extrinsically motivated and no sign of intrinsic motivation was found. It indicates that external desires were driving the language teachers. Exploratory factor analysis revealed that teachers used four aspects of instructional strategy, i.e., presentation strategies, note making/taking, learner focused strategies and question answer strategies to instruct their students

in a class. Overall, it revealed that teachers did try to engage the learners and provided them a platform to bring out the desired learning outcome.

Teachers, SE and MT had a significant relationship with IS whereas CT was not related to IS.

No significant difference was found in the understanding of both BSER and CBSE teacher respondents towards these characteristics. Thus, understanding and perception regarding these characteristics was same for both CBSE and BSER teacher respondents. Both SE and MT predicted teachers' IS which indicated the need for development of SE and MT during teacher training.

Qualitative Analysis

Teachers were aware about the need of self-assessment and being flexible in teaching as per the learner needs. Some teachers conducted tests, quizzes and asked questions for self-assessment after each lesson and kept a teaching note for planning lessons. In contrast, some of the teachers did not ask for feedback or used any other self-assessment methods in the classrooms. As per students' opinion, there were very few teachers who asked for class feedback and tried adapting changes in the next classes.

More than 60 per cent of teachers focused on learning outcomes and explained each concept to the students so that they could develop a better understanding of a topic taught in the classroom. Teachers were well aware of the challenges they faced. For teachers, the challenge was mostly in terms of intelligence. Thus, teachers focused only on content knowledge of learners, which was insufficient. In contrast to the opinion of teachers, students stated teachers used a teacher-centred approach for teaching.

Teachers from CBSE board gave more opportunities to students for speaking in english in a classroom because of the type of students they had. This socio-economic divide between CBSE and BSER schools was visible everywhere across Jhunjhunu. Teachers from BSER stated that, they had no other choice than speaking in bi-lingual.

Only a few teachers (46 per cent) from both BSER and CBSE followed the teacher-centered teaching techniques. Vastness of the curriculum, lack of time or periods for teaching and completing the portions, students' different knowledge levels, etc., were some of the reasons that teachers put forward for teaching traditionally. Most of the teachers (89 per cent) followed learner-centred approaches. Learner-centred activities included practice-based

teaching or learning, learning process, process-oriented approach and motivating students.

Regarding the use of technology, teachers claimed to use ICT lab, laptop, etc., for teaching. Information and Communication Technology (ICT) enabled teachers to catch students' attention and develop their interest in a subject. With respect to IS, teachers claimed to include plays and dramas for teaching the students through act or role-play. In contrast, students shared that they were not allowed to do such things during class except for one or two classes in a year. Teachers felt that they had motivated students by providing them extra knowledge out of the syllabus and conducted quizzes, group discussions, etc., but students in some cases felt that teachers only focused on the content and syllabus more.

Conclusion

The conceptualisation of teachers' characteristics (CT, SE, MT, and IS) would add to the knowledge of teachers' characteristics in the Indian context. Quantitative analysis also revealed significant relationship among these characteristics in terms of SE and MT and had its influence on teachers' IS. A qualitative analysis of teachers and students' interviews also demonstrated their understanding and usage of IS. Thus, there is a need to put more effort into teacher training programmes to enable teachers in bringing out the desired learning outcomes.