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Original Research Article

The Relationship Between Self-Efficacy on Teaching Reading Comprehension Skills Among Secondary Schools Teachers in Telangana State, India

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ABSTRACT

Over the years, the quality and effectiveness of teaching have been the priority of the Indian government in improving the education sector, particularly the teaching reading comprehension skill among teachers. This paper investigates the relationship between self-efficacy on teaching reading comprehension skills among secondary school teachers in Telangana State, India. The study is a quantitative research of the survey type. The total of 2019 teachers of government owned secondary schools constituted the population, simple random sampling technique was used to select 192 teaching English language across all secondary schools in the state. Two sets of questionnaire title Teacher self-efficacy Scale (TSES) and Teaching Reading Comprehension Skills which was adapted from Progress International Literacy Study (PIRLS) were used to seek information from English teachers. Pearson product moment correlation statistics was used to analysis the data and the results of the findings revealed that there is a statistically significant relationship between self-efficacy and teaching reading comprehension skill among secondary school teachers in Telangana State India. Therefore, this study recommends that the school management should implement a policy that will increase teacher efficacy to improve students reading comprehension and to design more effective reading course and activities in the classroom.

Keywords: self efficacy; reading; TSES

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1. Introduction

Teacher self-efficacy has become an integral part of teaching. At present more emphasis is given to the personality of teachers and their beliefs on themselves. The teachers are the role model of every student (Bangs & Frost, 2012). There might be a number of reasons for the high demand in improving teacher's personality and their self-efficacy to deal with the

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difficulties in teaching comprehension. The higher the self-efficacy, the higher the effects on students' academic achievements.

The study on developing teacher candidates' Self-efficacy by Black (2015) has relation with the literature on teacher self-efficacy, teacher candidates who perceived themselves as confident in their lesson plan reflections and summative reflections, created enabling learning environments for their students (Bordelon, Phillips, Parkison, Thomas, & Howell, 2012; Tschannen-Moran & Hoy, 2001; Yost, 2006).

According to McGee & Wang (2014) in their study of Teacher self-efficacy for teaching mathematics Instrument, it is in contrast to teachers' mathematics self-efficacy for teaching mathematics. It refers to teachers' beliefs regarding his or her ability to teach other mathematics (Kahle, 2008). It seems to be obvious that comprehension happens in the transaction between a reader and a text with in the context of sociocultural. This process makes the transaction important to comprehension and the teacher's role within this transaction is very significant as well. Teachers provide explicit instruction of useful comprehension strategies, teach students to monitor and repair, use multiple strategy approaches, scaffold support, and make reading and writing connections visible to students. Comprehension instruction in schools, beginning in kindergarten, is therefore crucial. Teachers use their knowledge and understandings of how one learns to comprehend to inform classroom practices so they can most effectively help readers develop the abilities to comprehend text.

Self-efficacy is teachers' capacity that is required to perform excellently in teaching profession (Bandura, 1997). The theory of social cognitive theory of self-efficacy by (Bandura, 1986), which gives more attention to the teacher self-efficacy in school. Social cognitive theory propounded by Bandura found self-efficacy, which have high significant effect on students' learning outcomes based on teachers' level of performance in school. According to Bandura's theory of social cognitive describes that the teacher self-efficacy is a belief on oneself and the individual perception on their capabilities to plan and execute specific task or duties. In addition, Teacher self-efficacy is regarded as personal beliefs about what a person can produce rather than to have beliefs on what he or she will do. Bandura (1993) perceived self-efficacy to play an effective role in teachers' ability to effectively teach reading comprehension skill in class. It appears that high self-efficacy is considered pivotal for teachers in enhancing their field. Bandura (1977) further stressed on teacher self-efficacy on decision making to have an impact on students' academic performance. The above theory indicates that when a teacher

decides to exhibit a tack with motivational inspiration may enhance the effective teaching to take place between the students and such teacher. The power of self-efficacy is evident.

Our preliminary search of the literature showed that a majority of teacher motivation studies investigated teachers' self-efficacy, with a minority focusing on teachers' beliefs, commitment, engagement, and other job-related constructs. Teachers' self-efficacy is related to job satisfaction and level of stress (Klassen & Chiu, 2011), but its association with teaching reading comprehension skill is less well established. A recent review of the teacher self-efficacy literature (Klassen, Tze, Betts, & Gordon, 2011) revealed impressive growth in the quantity of research conducted, but the research was limited in scope and practical impact: over 99% of studies reported within-teacher outcomes (e.g., self-report measures of job satisfaction or engagement) rather than external measures of teaching effectiveness (e.g., student achievement or evaluations of teaching performance). Similarly, research linking recent personality frameworks(e.g., the Big Five) and teaching has not been extensively conducted (Rimm-Kaufman & Hamre, 2010).

Oswald & Swart (2011) found that after joining in inclusive class related to assessment, learning support, and teaching strategies, the pre-service teachers reported an increase but no significant change in their beliefs in their ability to meet the needs of all students. Those participants who do not have prior experience with disabled students indicated higher comfort levels and more positive attitudes about inclusion. However, they showed an increase in their concern about their abilities to include students with disabilities in mainstream classrooms. According to Protheroe (2008) teachers in a school who are classified by a can-do attitude tend to accept challenging objectives and less likely to easily give up. Nevertheless, teachers classified by a low level of collective efficacy are less likely to accept responsibility for students' low performance and more likely to point to student, such as poverty and limited knowledge of English.

For teachers, self-efficacy increases persistence in working with challenging students, and has been shown to influence teachers' instructional practices, enthusiasm, commitment, and teaching behaviours (Skaalvik & Skaalvik, 2007). However, there is no motivation factor which has invariant effects: self-efficacy is influenced by contextual factors, by the validity of measurement tools, and by the accuracy of self-appraisals (Bandura, 2012). While self-efficacy is responsive to contextual influences, personality reflects consistent behaviours that are less influenced by context than self-efficacy. Other researchers have also found that teachers with

efficacy for teaching tend to use more hands-on teaching methods (Sharma, Loreman, & Forlin, 2012) and more humanistic approaches (Putman, 2012).

In India, across all the states, teachers suffers with the problem of workload and the completion of syllabus on time, which makes them stressful. A survey conducted by Teaching and Learning International Survey (TALIS) has given more importance on teacher's self-efficacy and how it can reduce stress and burnout among teachers. The workload of a teacher has increased and it continues with accountability and complexity. Beside completing the required teaching responsibilities a teacher has many challenges on a regular basis such as grading and evaluating students, meetings with parents, meetings with Head of the Department, co-ordinators, and writing a new curriculum which leads to burnout, if they are unable to develop their sense of self-efficacy through consistent professional growth and development. Teaching is a very personal activity for an individual teachers. It demands different methods of teaching in order to understand the psychology of the students and to given an impact on students' performance. When teachers' morale declines because there is lack of control in the classroom activities and minimal administrative support, self-efficacy declines, and it causes the teacher to become more ineffective in their instruction. In addition, one thing that contribute to the decline of morale is not having the opportunity to make decisions in the school environment. Therefore, this study examines the relationship between teacher self efficacy and reading comprehension skills in Telangana State, India.

2. Methods

The study was a quantitative research of the survey in which questionnaires were employed to check the statistical inference on the impact of efficacy on teaching comprehension reading skills. The population for the study include 2019 teachers, teaching English language in Telangana secondary schools. The participants for the study were selected through a simple random sampling technique whereby 10% of the entire population were selected as suggested by Creswell (2014).

3. Findings and Discussion

The structured questionnaire of Teacher self-efficacy scale and teaching reading comprehension skills adapted from PIRLS were used to seek participant's perception towards self-efficacy and teaching reading comprehension skills.

The indicators were participation in self-efficacy for instructional strategies, self-efficacy for classroom management, and self-efficacy for student engagement with 0.5 statistical significance. The correlation result in table 1 shows that self-efficacy is 88%. We found that teacher self-efficacy influences the ability of the students' reading comprehension skills. In addition, the model is fit and R² shows 80 percent influence from the independent variable self-efficacy on the students' comprehension reading skills at Telangana state, India. The computation can be seen in Table 1.

Table 1 Correlation

	TRCS	SELF-EFFICACY		
Pearson Correlation TRCS	1.000	0.884		
SELF EFFICACY	0.884	1.000		
Sig (1-tailed) TRCS	0.000	0.000		
NO TRCS	192	192		
SELF EFFICACY	192	192		
Model	R	R Square	Adj R ²	Std Error
	.897a	.805	.803	.40928

a. Predictor: (Constant), SELF EFFICACY
b. Dependent Variable: TRCS

It is often said that motivation and self-efficacy of academic staffs positively cause students' performance. Table 2 shows that the entire model is statistically significant at one percent. We can conclude that the model is fit and it is justified that self-efficacy of academic teachers are good tools that influence the student's reading performance in Telangana State of India.

Table 2 ANOVA Table

Model	Sum of Squares	Df	Mean Square	F	Sig
1	130,423	2	65.211	389.301	.000b
Residual			31.659	189	.168
Total			162.082	191	

a Dependent Variable: TRCS
b Predictor: Self Efficacy

4. Conclusions

This research investigates the association between teachers' self-efficacy on the ability of the students regarding reading comprehension skills via a quantitative methodology using data from Telangana Secondary, Telangana state, India. The results indicate that self-efficacy of teachers influences students' motivation skills by 80 percent. The 100 percent increase in teachers' self-efficacy will improve students' comprehension reading ability by 80 percent in Telangana Secondary Schools, India. The result is in line with Black (2015) that teacher self-efficacy influenced academic achievement, performance and success of the students. We

recommend the school management to implement a policy that will increase teacher self-efficacy to improve students' reading skills at Telangana Secondary School to design more interesting courses in the classroom.

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