



## A Study on Professional Competency in Relation to Self Efficacy of Madrasa Teachers in West Bengal

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### Abstract:

*The present study tries to find out the self efficacy and professional competency of the Madrasa teachers in relation to their gender, strata and academic experience and the relationship between Professional competency and Self Efficacy. The sample is collected through random sampling and it includes Madrasa teachers of West Bengal. The sample is categorised into gender, strata, academic experience wise. The collected data are analysed through descriptive statistics and inferential statistics. The study shows that self efficacy and professional competency of teachers differ in relation to gender, strata, and academic experience. Male teachers have better self-efficacy and professional competency than female teachers. The study shows that experience teacher (above 5 years) have better self efficacy as well as professional competency than lower experienced teachers (below 5 years). The study shows that there is a significant correlation between the self efficacy and professional competency among Madrasa teachers. This study helps educational administrator and supervisor to evaluate teachers with respect to teaching learning process.*

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**Keywords:** Madrasa Teacher, Professional Competency, Self-Efficacy

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### 1. Introduction

Teacher is one of the important components in teaching learning process. Teacher helps in the all-round development of the children in physical, emotional, mental and social sphere. Teacher's self-efficacy improves the teaching effectiveness which is a product of the interaction between certain teacher characteristics and the teaching learning situations. Bandura (1986) defines self-efficacy as: 'Peoples judgements of their capabilities to organised and execute courses of action required to attain designated types of performance'. Self-efficacy does not refer to someone's capabilities or skills but only to what someone believes he or she is capable of under certain circumstances, regardless of the capabilities or skills that he or she actually possesses. Self efficacy increases the ability of teacher to plan instructions and accomplishes instructional objectives. Higher self efficacy of teacher enables effective use of teacher's knowledge and skills and lower self efficacy decrease teacher's attitudes in effective use of teaching skills. According to Glickman and Tamashiro (1982) teacher with low sense of efficacy have a drop out in his profession. According to Bandura's theory of self-efficacy (1986), reported four sources which enhances in the development of teacher self- efficacy. They are: (a) mastery learning experiences, (b) vicarious experiences, (c) social persuasion, and (d) physiological and emotional states. According to Chan (2008) teacher self efficacy is the teacher's capability which influences teacher professional behaviour and teacher activities. Professional competency is the teaching attributes that helps a teacher to perform his duties effectively. According to Tschannen-Moran and Hoy (2001) higher self efficacious teachers always have greater commitment in teaching. The education commission of India mentioned in its report that ' The factors which influence the quality of education and its contribution to national development, the quality, competency and characters of teachers are undoubtedly the most significant' (Kothari commission, 1964). According to Tschannen-Moran, Woolfolk Hoy and Hoy (1998), self-efficacy is the judgments of teacher regarding their competencies which produces the desired results through professional development.

Kamaruddin & Ibrahim (2010) find that there is a positive and significant relationship between lecture efficacy and lecture competency.

## 2. Statement of the Problem

The present study may help to analyse the following assumptions:

1. Teaching competency and self-efficacy of the madrasa teachers in West Bengal.
2. Relation between professional competency and self efficacy of teachers.

The researcher has formulated the problem in a specific manner and entitled the study as: 'A Study on Professional competency in Relation to Self Efficacy of Madrasa Teachers in West Bengal'

## 3. Objectives of the study

- To find out the self efficacy level of the madrasa teachers in relation to gender, strata, and teaching experience.
- To find out the professional competency level of the madrasa teachers in relation to gender, strata, and teaching experience.
- To find out if there any relationship exists between the self efficacy and professional competency among the madrasa teachers.

## 4. Hypotheses

- Ho<sub>1</sub>** There is no significant difference in self-efficacy of the madrasa teachers in relation to gender.
- Ho<sub>2</sub>** There is no significant difference in professional competency of the Madrasa teachers in relation to gender.
- Ho<sub>3</sub>** There is no significant difference in self-efficacy of the madrasa teachers in relation to strata.
- Ho<sub>4</sub>** There is no significant difference in professional competency of the Madrasa teachers in relation to strata.
- Ho<sub>5</sub>** There is no significant difference in self-efficacy of the madrasa teachers in relation to teaching experience.
- Ho<sub>6</sub>** There is no significant difference in professional competency of the madrasa teachers in relation to teaching experience.
- Ho<sub>7</sub>** There is no significant difference in self-efficacy of the madrasa teachers in relation to academic qualification.
- Ho<sub>8</sub>** There is no significant difference in professional competency of the Madrasa teachers in relation to academic qualification.
- Ho<sub>9</sub>** There is no significant correlation between the self efficacy and professional competencies of the madrasa teachers.

## 5. Methodology

### 5.1 Population

All the Madrasa teachers in West Bengal are the population of this study.

### 5.2 Sample

200 Madrasa teachers are taken through systematic random sampling as sample. The sample contains equal number of male and female teachers. Sample is drawn from both rural and urban region schools. It is also categorised into teaching experience of teachers.

School Types	No. of Schools
Rural region school	12
Urban region school	10

### 5.3 Tools and techniques

General teaching competency scale of Passi and Lalitha (1994) is used to measure the teaching competency of the teachers. The scale is 7 point rating scale. The tool contains 21 items and the score ranges from 21-147. Teacher self-efficacy of Schwarzer and Jerusalem (1995) is used to measure the general self efficacy of teachers. Reliability of this test is .80. The scale contain 10 items and each item is rated as for not at all true =1, hardly true=2, moderately true=3, and exactly true= 4.

### 5.4 Variables

Major variables are self efficacy and professional competency.

Categorical variables are: Gender (male and female)

Strata (rural and urban)

Teaching experience (below 5 years and above 5 years)

Academic qualification (pass graduate and post graduate)

Gender ↓	Strata →	Rural	Urban
Male		100	100
Female		100	100
Total		200	200

## 6. Data Analysis and Interpretation

**Ho<sub>1</sub>**- There is no significant difference in self-efficacy of the madrasa teachers in relation to gender.

**Ho<sub>2</sub>**- There is no significant difference in professional competency of the madrasa teachers in relation to gender.

Major Variables	Categorical variable	Mean	t-value	df	P (T<=t) two tail	Significant status
Self efficacy	Male	25.57	2.89	198	0.00	S (0.05 Levels)
	Female	23.84				
Professional competency	Male	108.19	1.96	198	0.04	S (0.05 Levels)
	Female	104.78				

From the table value of self efficacy it is seen that the calculated value of  $t=2.89$  and  $p=0.00$  ( $p<0.05$ ). Hence the null hypothesis  $Ho_1$  is rejected. It is concluded that there is a significant difference between male and female teachers in their self efficacy.

In professional competency the table value shows that the calculated value of  $t=1.96$  and  $p=0.04$  ( $p<0.05$ ). Hence the null hypothesis  $Ho_2$  is rejected. It is concluded that there is a significant difference between male and female teachers in their professional competency.

**Ho<sub>3</sub>**- There is no significant difference in self-efficacy of the madrasa teachers in relation to strata.

**Ho<sub>4</sub>**- There is no significant difference in professional competency of the madrasa teachers in relation to strata.

Variables	Categorical variable	Mean	t-value	df	P (T<=t) two tail	Significant status
Self efficacy	Rural	23.26	3.18	198	0.00	S (0.05 Levels)
	Urban	25.51				
Professional competency	Rural	105.18	2.15	198	0.03	S (0.05 Levels)
	Urban	110.49				

From the table value of self efficacy it is seen that the calculated value of  $t=3.18$  and  $p=0.00$  ( $p<0.05$ ). Hence the null hypothesis  $H_{o3}$  is rejected. It is concluded that there is a significant difference between rural and urban teachers in their self efficacy.

In professional competency the table value shows that the calculated value of  $t=2.15$  and  $p=0.03$  ( $p<0.05$ ). Hence the null hypothesis  $H_{o4}$  is rejected. It is concluded that there is a significant difference between rural and urban teachers in their professional competency.

**H<sub>o5</sub>**- There is no significant difference in self-efficacy of the madrasa teachers in relation to teaching experience.

**H<sub>o6</sub>**- There is no significant difference in professional competency of the madrasa teachers in relation to teaching experience.

Variables	Level of variable	Mean	t-value	df	P (T<=t) two tail	Significant status
Self efficacy	Below 5 years	24.09	2.66	198	0.00	S (0.05 Levels)
	Above 5 years	25.89				
Professional competency	Below 5 years	102.83	3.55	198	0.00	S (0.05 Levels)
	Above 5 years	111.28				

From the table value of self efficacy it is seen that the calculated value of  $t=2.66$  and  $p=0.00$  ( $p<0.05$ ). Hence the null hypothesis  $H_{o5}$  is rejected. It is concluded that there is a significant difference between below 5 years and above 5 years teachers in their self efficacy.

In professional competency the table value shows that the calculated value of  $t=3.55$  and  $p=0.00$  ( $p<0.05$ ). Hence the null hypothesis  $H_{o6}$  is rejected. It is concluded that there is a significant difference present between below 5 years and above 5 years teachers in their professional competency.

**H<sub>o7</sub>**- There is no significant difference in self-efficacy of the madrasa teachers in relation to academic qualification.

**H<sub>o8</sub>**- There is no significant difference in professional competency of the madrasa teachers in relation to academic qualification.

Variables	Level of variable	Mean	t-value	df	P (T<=t) two tail	Significant status
Self efficacy	Pass graduate	23.22	3.22	198	0.00	S (0.05 Levels)
	Post graduate	25.37				
Professional competency	Pass graduate	104.34	2.30	198	0.02	S (0.05 Levels)
	Post graduate	110.11				

From the table value of self efficacy it is seen that the calculated value of  $t=3.22$  and  $p=0.00$  ( $p<0.05$ ). Hence the null hypothesis  $H_{o7}$  is rejected. It is concluded that there is a significant difference present between pass graduate teachers and post graduate teachers in their self efficacy.

In professional competency the table value shows that the calculated value of  $t=2.30$  and  $p=0.02$  ( $p<0.05$ ). Hence the null hypothesis  $H_{o8}$  is rejected. It is concluded that there is a significant difference present between pass graduate teachers and post graduate teachers in their professional competency.

**H<sub>09</sub>**- There is no significant correlation between the self efficacy and professional competencies of the madrasa teachers

Variable	r-Value	Relationship Nature
Self efficacy	0.749	S (0.05 Levels)
Professional competency		

The study shows that there is a positive and significant correlation between self efficacy and professional competency of madrasa teachers. Their correlation value is 0.749.

## 7. Discussion of the Result

Male and female differ in relation to their level of self-efficacy. Male have better self efficacy (25.57) than their female counterparts (23.84). Professional competency also differs in relation to gender. Male has better competency level (108.19) than their female counterparts (104.78). This finding partially coincided with the finding of Anbuthhasan & Balakrishnan (2013). In Anbuthhasan & Balakrishnan's study the similar portion is that professional competency differs in relation to gender and strata but contradict portion is that Women teachers have significant higher teaching competency than men. The study of Mustafa (2013) also contradicts with the finding of this study. Mustafa also established that female teachers are more competent than male teachers.

The study also shows that professional competency differs in relation to strata. Urban teachers have better teaching competency (110.49) than rural teachers (105.18). This finding contradicts with the finding of Anbuthhasan & Balakrishnan (2013) where they established that rural teachers have significantly higher teaching competency than their urban counterparts. The study also shows that self efficacy differ in relation to strata. Urban teachers have better self efficacy (25.51) than their rural counterparts (23.26).

Self efficacy and professional competency level of teachers differ in relation to teaching experience. This finding is similar to the findings of Mustafa (2013) where he establishes that teaching competency differs in relation to teaching experience of teachers. Above 5 years experience teachers have better self efficacy as well as professional competency than teachers of below 5 years' experience. Klassen and Chiu (2010) also found that teaching experience has significant relationship with self efficacy but their significant is not linear.

The study shows that professional competency of madrasa teachers differ in relation to their academic qualification. Post graduate teachers have better professional competency level (110.11) than their counter parts (104.34). Post graduate teachers also shows higher self efficacy level than past graduate teachers.

From the study it is clear that self efficacy and professional competency are significantly correlated with each other. Their correlation is positive in nature. This finding is coincided with the finding of Himabindu (2012) where author establishes that teacher self efficacy has a significant correlation with professional competency of teachers.

## 8. Conclusion

The study shows that professional competency and self efficacy differ in relation to gender strata and academic experience of the teachers. Self efficacy and professional competency level of the teachers are not independent with each other. They are positively correlated with each other. This indicates that the teacher with high level of self-efficacy have a higher level of professional competency. The study also revealed this because the study shows that male teacher have higher self efficacy and for this reason their professional competency level also high. Urban teachers have better self efficacy as well as professional competency level than rural teachers. Professional competency and self efficacy differ in relation to academic qualification of the teachers. Higher academic qualification shows

higher level of professional competency and self efficacy. Academic experience increase teacher's attitudes, aptitudes towards profession that leads to higher self efficacy level among teachers. Higher self efficacy increases teacher's professional competency level.

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