The Teaching Milieu Of Pakistan: Rudiments For An Efficacious Teacher

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Abstract

Educators’ convictions about their skills to influence students’ academic practice are a vital element of teaching profession. The high school dropout percentage is mainly attributed to the lack of effective instructors; and there may be some factors responsible for low efficacy of teachers. The present study investigates the differences in the efficacy of teachers due to gender, years of experience and the nature of the school (public and private), subject assignment to teachers, class size factors. Teachers’ Sense of Efficacy Scale was utilized to assemble facts, and sample selected was 171 teachers. The research commends that the teaching environment in Pakistani schools has widely affected the teacher efficacy. It found
that efficacy of public school teachers was higher, and women were found to have greater teacher efficacy than their male counterparts. Less experienced teachers had much better efficacy than experienced teachers. Similarly, teachers who teach their specialized subjects and those teaching unpacked classes were found to be more efficacious. It is recommended that head teachers can maintain the talent of teachers by encouraging action research to recognize important areas for improving teaching performance.

**Keywords:** Affective connections; efficacious teachers; experienced teachers; teacher self-efficacy beliefs

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Most decisions of our life are primarily rooted in the ideals that we keep and value. The belief of self-efficacy plays a principal function in approaching goals, everyday jobs, and issues. Bandura’s self-efficacy theory was the framework used for this study. The notion of efficacy is elemental to Bandura’s theory of social cognition, which emphasizes the role of observational learning and social experience in personality development (Hallahan & Kauffman, 2003; Gul, R., Tahir., Ishfaq, U., Batool, T. 2021). Psychologist Albert Bandura defines efficacy as our belief in our ability to succeed in a given situation. According to Bandura's theory, people with a higher sense of self-efficacy (that is, those who believe they can excel) are more likely to see difficult tasks as something to master, rather than something to avoid (Zheng, Young, Brewer and Wagner, 2007). Teachers with high self-efficacy succeed academically, socially and physically (Bukhari, S, K, S.; Said, Hamdan; Gul, R; Seraj, P, M, I. 2021; Hallahan, Kaufman & Pullen, 2009).

Teachers with a high sense of self-efficacy are more likely to have intrinsic motivation. They are capable. The specific goals of these teachers are close at hand and full of challenges. This means that they create short-term goals, which are a step towards long-term goals. One challenge is the commitment to self-improvement, which leads to participation (Ahmad, I., Gul, R. 2021; Hallahan & Kauffman, 2003). The task orientation of such teachers is to gain enthusiasm for teaching to plan how to achieve these goals (Dick, Carey & Carey, 2005; Gul, R., Zakir, S., Ali, I., Karim, H., Hussain, R. 2021). Self-efficacy teachers are good at planning skills and systematically assess their progress. Teachers with low efficacy encounter many difficulties in teaching, namely low job satisfaction and high job-related anxiety (Betoret, 2006).

**Literature Review**

Previous research has not revealed consistency among demographic and individual difference variables in relationship to teacher efficacy. Rodriguez, Regueiro, Blas, Valle, Pineiro, and Cerezo (2014) found that teachers with high efficacy believed that they were
proficient enough at responding even to the most complex questions by their students. They also believed that they could satisfy the students well by producing relevant explanations or examples when their students seemed to be confused. Tschannen-Moran and Hoy, et al. (2001) as well as Bandura (2006) emphasized that effective instructors are very practical as well as inventive; they can revivify the study room with novel methods of teaching and imparting knowledge.

Research finds that in addition to students' attitudes towards learning and educational performance, teachers' beliefs about effectiveness also control their classroom behaviors by increasing self-confidence (Ali, I., Gul, R., Khan, S. S., Karim, K. 2021; Dunn, 2005; Haung, 2013; Huang, Liu, and Shiomi, 2007; Friedel, 2007). Ahmed, Khan, and Rehman (2015) Evans and Tribble (1986) found that a significant mean difference was found in male and female teachers' self-efficacy and this difference was in favor of female teachers. Saricam and Sakiz (2014) found no gender differences in the efficacy of special educators. Several studies show that female students rated their self-efficacy lower than their male associates who had similar achievements (Ayub, A., Gul, R., Ali, A., Rauf, B., M. 2021; Lopez, 2014; Macphee, Farro, & Canetto, 2013). Macphee et al. (2013) studied academic self-efficacy among science, technology, engineering, and math (STEM) majors and found that female STEM majors rated themselves as having lower self-efficacy than male STEM majors. Results indicated no significant gender difference in self-efficacy for pre-service teachers (Gul, R., Talat, M., Mumtaz, M., Shaheen, L. 2021; Gurol, Ozercan, and Yalçın, 2010). Jennett, Harris, and Mesibov (2003) and Meijer and Foster (1988) have not found significant effects of gender on the self-efficacy beliefs of teachers and these differences are in favour of female teachers.

Besides, there is little literature on the demographic characteristics of teachers and their relationship with teachers' self-efficacy. Research by Angela (2016) shows no significant difference in efficacy between certified, experienced and inexperienced teachers. Teachers' sense of effectiveness is often influenced by experience (Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. 2021; Tschannen-Moran & Woolfolk-Hoy, 2007; Wolters & Daugherty, 2007; Woolfolk-Hoy & Spero, 2005). Apprentice teachers are less effective than experienced teachers (Wolters & Daugherty, 2007). However, a recent study by Klassen and Chiu (2010) suggests that teachers' effectiveness may follow a non-linear pattern, starting from early career (a peak of about 23 years of experience) and gradually receding to the later stages. Peebles and Mandaglio (2014) concluded that teachers with teaching experience have a much higher sense of self-efficacy than teachers without teaching experience. Forlin and others (2009) and Hamre and Oyler (2004) found that experienced pre-service teachers have a more positive attitude, higher effectiveness, and less attention to teaching students with special needs. In another study, inexperienced participants experienced much lower levels of
pain compared to inexperienced participants (Carroll, Forlin, and Jobling 2003). Bosma, Hessels, and Rasing (2012) and Gul, R., Ayub, A., Mazhar, S., Uddin, S., S., Khanum, M. (2021) argue that experience does not affect self-efficacy. In terms of teachers' self-efficacy, previous experience is also associated with upper levels of efficacy (Gul, R., Khilji, G. 2021; Forlin et al., 2010; Romi and Leyser, 2006).

Class-size themes have been studied for different populations to understand parents, teachers, and managers, but little research has been done on their relationship to teacher efficacy. Skaalvik and Skaalvik (2007) reported that, compared with large classes, small classes can promote teacher organization, teacher effectiveness, parental involvement, and fewer discipline issues. Brandon (2017) proposes the ability to place teachers in a sizable classroom environment that provides a positive situation for administration, teachers, parents, and students.

The above literature suggests that teachers' sense of efficacy is context-specific (Gul, R., Khan, S. S., Mazhar, S., & Tahir, T. 2020; Henson, 2002; Pajares, 1996; Tschannen-Moran et al., 1998), and efficacy beliefs involve the study of the task at hand, the instructional context is of chief importance. While much variation exists within and between rural, suburban, and urban schools and communities, gender, years of experience and the nature of the school (public and private) is a prominent piece of the milieu. The present study investigates the differences in the efficacy of teachers due to these factors.

Methodology

The study adopted a self-reporting procedure for data collection. The purpose of this quantitative causal-comparative study was to examine; the differences in teacher efficacy due to the differences in gender, age, years of teaching experiences, institutional affiliations, subjects assigned for teaching, and class size.

Participants

The target population of the research comprised the entire secondary school level instructors of district Islamabad. One hundred and seventy one teachers of the secondary level institutions located in the district of Islamabad were recruited voluntarily. The inclusion/exclusion comprised two criteria: i) the teacher must be recruited for the job by Federal Public Service Commission and ii) must be teaching at the secondary level (9th and 10th grade). The demographic attributes of the subjects were as follows:

Table 1 Demographic profile of respondents (n=171)

<table>
<thead>
<tr>
<th>Attributes</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>597</td>
<td><a href="http://www.webology.org">http://www.webology.org</a></td>
</tr>
</tbody>
</table>
Average age of teachers = 39 years 40

Teacher gender
Male 92 53.8
Female 79 46.2

Institutions
Federal government schools 96 56.2
Privately owned 75 43.8

Experience (years) a
1-5 62 36.3
6-10 34 19.9
11-15 31 18.1
16-20 23 13.4
21-25 21 12.3

Subject specialization
Teachers teaching their specialized subjects 63 36.8
Teachers teaching other subjects 108 63.2

Number of students in a class b
30-39 22 12.87
40-49 39 22.81
50-59 42 24.56
60-69 40 23.39
70-79 16.37

a Teachers having no more than 10 years of teaching experience are categorized as less experienced teacher as done by Want, Schellings & Mommers (2018)

b Classes with more than 49 students taught by one teacher at secondary level are categorized as crowded classes (Kelly 2008).

Research instruments:

Demographic survey

Demographic information was gathered from participating teachers on a demographic scale developed by the researcher. Participants were asked to report their age, gender, years of teaching experience, class standing, subject specialization, and class size.

Teachers’ sense of efficacy scale
Teachers’ Sense of Efficacy Scale Long Form was used in this study. This scale is also referred to as the Ohio State Teacher Efficacy Scale. This is a teacher efficacy measure developed by Tschannen-Moran and Woolfolk Hoy in 2001. This measure is a 24-item, the scale is developed and tested by its authors in multicultural settings, so it was applicable in Pakistan’s socio-cultural locale too, yet the researchers piloted it to assess its validity and reliability. The results of Kaiser's normalized promax rotation showed that the sampling sufficiency measurement Kaiser-Meyer-Olkin (KMO) measured value of 0.923, Bartlett's sphericity test was very significant ($\chi^2(4662) = 49; p< .001$). The scale then subjected to a Confirmatory Factor Analysis, Which indicated a good model fit, i.e., $\chi^2/df=2.01$; RMSEA = .07, RMSEA 90% CI [.057–.067]; CFI = .95; TLI = .96; IFI = .97; RFI = .90; SRMR = .065. The five dimensions of teacher efficacy were significantly related. The normality of data was tested by using the Shapiro-Wilk test of normality, which indicated the data were normally distributed.

**Table 2** Correlation among selected study variables

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutions</td>
<td>.86</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td>.73**</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialization</td>
<td>.76*</td>
<td>.75**</td>
<td>.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors gender</td>
<td>.57*</td>
<td>.69*</td>
<td>.76**</td>
<td>.82</td>
<td></td>
</tr>
<tr>
<td>Class size</td>
<td>.73*</td>
<td>68**</td>
<td>.67*</td>
<td>.74**</td>
<td>.87</td>
</tr>
</tbody>
</table>

* indicates p<.05 and ** indicates p<.01. The boldfaced are alpha values.

The correlation results show the appropriateness of the study variables as all the variable have significantly related to one another.

**Results**

**Table 3** Effect of Institutions, experience, Specialization, gender and class size on the dependent variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Between groups</th>
<th>Within groups</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sum of squares</td>
<td>Sum of Means</td>
<td>Sum of squares</td>
</tr>
<tr>
<td>Institutions</td>
<td>33.92</td>
<td>3.81</td>
<td>107.79</td>
</tr>
</tbody>
</table>

http://www.webology.org
Table 3 depicts that the selected independent variables affect the efficacy of teachers. The type of institution has a larger impact, whereas, the subject specialization of teachers has almost an identical effect on the efficacy of teachers i.e. 293.68 and 291.73 respectively.

### Table 4 Significance of the effect of selective dimensions on teacher efficacy (n=171)

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal government Schools</td>
<td>96</td>
<td>54.45</td>
<td>2.78</td>
<td>27.39</td>
<td>.000</td>
</tr>
<tr>
<td>Privately owned Schools</td>
<td>75</td>
<td>44.23</td>
<td>1.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experienced teachers</td>
<td>62</td>
<td>11.24</td>
<td>2.93</td>
<td>51.12</td>
<td>.000</td>
</tr>
<tr>
<td>Less experienced teachers</td>
<td>72</td>
<td>31.75</td>
<td>1.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers teaching specialized subjects</td>
<td>63</td>
<td>37.41</td>
<td>2.31</td>
<td>72.67</td>
<td>.000</td>
</tr>
<tr>
<td>Teachers teaching other subjects</td>
<td>108</td>
<td>12.23</td>
<td>2.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>92</td>
<td>14.25</td>
<td>3.81</td>
<td>53.43</td>
<td>.000</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>40.53</td>
<td>2.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crowded classes</td>
<td>61</td>
<td>24.36</td>
<td>3.02</td>
<td>30.34</td>
<td>.000</td>
</tr>
<tr>
<td>Uncrowded classes</td>
<td>110</td>
<td>39.45</td>
<td>3.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Several t-tests were run to determine the significance of the difference between participants’ self-reported measures and desired demographic attributes. According to Table 4, a disparity between the federal government and private school instructors is found and it is in the support of federal government schools, which implies government school teachers are more efficacious than privately owned school instructors. Similarly, the difference of experience is in the support of less experienced instructors, it implies that less experienced educators are more efficacious than experienced instructors. It additionally demonstrates a noteworthy difference of efficacy between teachers teaching the subjects of their specialization and those teaching other than their area of specialization, in this case, educators teaching the subjects of their specialization are found to be more efficacious. The gender differences in efficacy showed that female instructors are more efficacious than their male counterparts. Similarly, instructors educating un-crowded courses are highly efficacious than those teaching crowded classrooms. The difference in efficacy is larger between teachers teaching the subject of their specialization, and those teaching other subjects.

Discussion

The outcomes of the research are similar to different studies using diverse statistical procedures in terms of shaping the effect of different independent variables on the unusual dimensions or subscales of teacher efficacy. For the gender differences, for instance, Ahmed, Khan, and Rehman (2015) Evans and Tribble (1986) found significant gender differences in teacher efficacy. These results conform to the results of the present study. On the other hand, there are some researchers like Saricam and Sakiz (2014); Lopez (2014); Macphee, Farro, & Canetto, (2013); Jennett, Harris, and Mesibov (2003) and Meijer and Foster (1988) and Gurol, Ozercan, and Yalçın (2010) found no gender differences in efficacy of teachers. Macphee et al. (2013) found even more astonishing results where females teaching STEM subjects reported that their male counterparts are more efficacious. The differences in the results may be due to changes in the context, and it is also previously stated that the efficacy is a context-specific phenomenon (Henson, 2002; Pajares, 1996; Tschannen-Moran et al., 1998).

The study also concluded that federal government school instructors are highly efficacious than privately owned school instructors, the reason for this result may be due to the job satisfaction level of these teachers. As federally administered schools of Pakistan have many facilities like job security, house rent, health insurance, etc. and such facilities are not available to private school instructors (Farooq, Tongkai and Feroze, 2018).

The results of the previous research conducted by Wolters & Daugherty, (2007) Klassen and Chiu (2010), Peebles and Mandaglio (2014) Forlin et al. (2009), Hamre and Oyler’s (2004) Carroll, Forlin, and Jobling (2003), Forlin et al. (2010); and Romi and Leyser, (2006) are conflicting with the findings of the study which says that experienced instructors
are more efficacious professionals than the inexperienced teachers. Whereas, Angela (2016) and Bosma, Hessels, and Rasing’s (2012) findings are parallel with the results of the present research, which concludes that the efficacy of new teachers in schools is higher than the seasoned teachers. The reason for this may be that new teachers are more enthusiastic and have elevated goals than those already in the field (Chen, 2018).

The research on the impact of class size on teacher efficacy is inadequate. The research studies by Skaalvik and Skaalvik (2007) and Brandon (2017) are in agreement with the results of present research outcomes, where smaller class size upholds teacher classroom management and efficacy. There could be several causes for this, as in overloaded classrooms, instructors are powerless to cultivate suitable and effective connections with pupils. Sometimes teachers are highly efficacious and aim to utilize a variety of teaching techniques, but might not be as successful in an overcrowded classroom. Teachers may also be incapable to handle the students in rudiments of personnel supervision, time management, preparation, organization, communication, etc. (Khanare, 2009; Muthusamy, 2015).

The conclusions of the research somewhat confirmed the results of the study by Myrberg and Rosen (2003), who established that gender, years of instructional experience, in-service teaching and teamwork had no major relationship with third-grade students’ reading attainment.

Conclusions and Recommendations

The study confirms that the teaching environment in Pakistani schools has widely affected the teacher efficacy. The established results show that compared with other school variables, the public or private ownership of schools has a significant impact on teacher efficacy. Teacher gender is a key variable that affects teacher efficacy. Besides, variables such as class size and years of teaching experience greatly affect teacher effectiveness. From the t-test, we can be sure that the performance of teachers in private schools is lower than that of federal government schools. Inexperienced teachers are more enthusiastic than experienced teachers. The teaching efficiency of female teachers is higher than that of male peers, and the teaching efficiency of the instructors with appropriate teacher-student ratio is higher than that of extended classes.

Teaching plan specialists who have expanded teacher training courses should focus on improving teaching mastery before new teachers begin their teaching careers. In addition, school leaders can maintain the talent of teachers by encouraging action research to recognize important areas for improving teaching performance. Teachers may also be encouraged to ask their contemporaries to review or evaluate their teaching plans and lessons. The efficient exercise of persuasion and modeling techniques can also improve teaching effectiveness.
Participatory training programs may also be organized on a regular basis, which may help improve teacher effectiveness. In addition, videotapes and encourage teachers to use behavior checklists to analyze their performance may improve their teaching effectiveness. A student's assessment of the teacher's lectures may be helpful.

The study also acknowledged the main factors that could lead to teacher efficiency scores. Understanding these factors may help teachers elsewhere. The study has not analyzed the potential impact of variables such as urban-rural and cultural differences on teacher effectiveness and might be considered in future research. Given the results of this study, further research can be expected to observe the relationship between explicit variables and coaching effectiveness. Interviewing educators and exploring the training systems and education modules of teacher training programs may provide an increasingly comprehensive understanding of the issue.

**Ethical considerations**

Conflict of interest: There is no conflict of interest.

Ethical approval: The research modus operandi was forwarded to the Research Ethics team of the University for appraisal, direction, and support before initiating the research. All actions executed in this process were in harmony with the principled standards of the Research Council and the Helsinki Declaration of 1964 and its subsequent revisions or parallel moral principles.

Informed assent: Informed assent was gained from all participants of the study individually.

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http://www.webology.org


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