



## Full Length Research Article

### TEACHER'S EFFICACY OF ARABIC PRE-SCHOOL TEACHERS WITH REFERENCE TO AL-BURAIMI, OMAN

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#### ARTICLE INFO

##### Article History:

Received 17<sup>th</sup> October, 2016  
Received in revised form  
23<sup>rd</sup> November, 2016  
Accepted 19<sup>th</sup> December, 2016  
Published online 30<sup>th</sup> January, 2017

##### Key Words:

Demographic variables,  
Significant relationship,  
Healthy teacher's.

#### ABSTRACT

Arab countries are developing their educational standards at various levels. Schools are the basic frame of education and school teachers are playing a primary role of every student's life. Banduras self-efficacy and teacher's efficacy models were considered and the simple scale which may be suitable to their work style. Five major variables were considered to identify the beliefs of the teachers. Their belief on extra effort to handle classes, adjustment to the students, their better ways of teaching and their effectiveness of teaching are taken for the study were taken as primary variables. The demographic variables were taken to identify the relationship of the teachers' efficacy variables of the teachers. The taken demographic variables and the study variables have significant relationship which results the healthy teacher's efficacy.

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#### INTRODUCTION

Education is the primary resource for the nation and educating the younger generation is the responsibility of every country. Educational boards, Institutions, curriculum and procedures are getting remarks only by the teachers and students whom they hold. The quality of teaching is identified with the quality of the student's knowledge and outcomes. It is associated with the teacher's role in the institution. Being a teacher, an individual either intentionally chose, or got a chance to enter, or forced to be, or fell in to this accidentally. Since every profession has its own professional ethics, and the individual has to adopt those ethical values and try to possess the unique role will be acceptable to that profession. Teaching (and teacher) is the back bone of the education and teachers' ability or teacher's efficacy is the identity for the good teacher.

#### Teaching

Teaching has identified as one of the noble professions, includes all the activities of providing education to others. Teaching is an art of enlighten knowledge in an effective way to every student. It is providing guidance and training towards an effective decision making of their situations.

It is also a science to educate fact and causes of different topics of different subjects. Teaching can be formally or informally encouraging students to learn more with interest. Teaching is the communication of information to students in a form of interaction and it is a continuous process. Moreover, it acts a tool to help the student to adjust himself in family, society environments.

#### Definition of teaching given by various psychologists

**Zampa** – Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

**J. R. Anderson** - Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities.

**S. Strauss** – Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors – those over which the agent has no control (class size, size of classroom, physical characteristics of pupil etc.) and those that he can modify (way of asking questions or ideas gleaned.)

**J. Kim and Y. Gil** – Teaching is a task of a teacher, which is performed for the development of a child

**L. S. Vygotsky-** Teaching is the process that facilitates learning.

The teacher has an important role to play because he acts as catalyst, actively stimulating learning. Teaching has been defined by S. Ohlsson as cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students 'progress and students' background information.

From many psychologists' definitions, a working definition was framed. "Teaching is undertaking certain ethical tasks or activities the intention of which is to induce (cause) learning" – which gives the clarity of the role of a teacher.

### Arabic Teachers in Oman

Teaching is what a teacher does – if this statement is acceptable, every teacher should honour the pride of the profession. A teacher is a person, someone who plays an important role in every individual's life. A person who derives right path to the upcoming generation, whose role is the second parent to every student. She/he acts as a guide and counselor for their necessities. A teacher is expected to possess few qualities like knowledgeable, communicative, understandable, encouraging, enthusiastic, truthful, honest, facilitating, approachable, acceptable, assertive, creative, motivator, active and patient. This role is expected to be the role model for the student. There are four primary schools and two higher secondary schools in Al-Buraimi. Mostly the teaching is handled in Arabic language and no other languages used. Depends on the strength of the students' number of teachers differs from each school.

### Teacher's efficacy

Teachers' actions and behaviors are related to their beliefs, perceptions, assumptions and motivational levels. That's why; research on teachers' beliefs is of vital importance in organizing teaching and defining ways of understanding. One of the important beliefs considered to be significantly effective in students and teachers' outcomes is teachers' feelings of efficacy (Chaco'n, 2005). Teachers' beliefs in their abilities to instruct students and influence student performance are very strong indicators of instructional effectiveness (Bandura, 1997). Bandura (1977) suggests that efficacious individuals hold the control of the events affecting their lives and display such behaviors allowing them to realize the desired outcomes (cited Witcher *et al.*, 2002).

## MATERIALS AND METHODS

The study aims the teacher's efficacy of Arabic school teachers with reference to Al Buraimi in Sultanate of Oman. 6 democratic variables as age, gender, income, qualification, work experience and Number of courses and 13 teachers' efficacy variables were selected to identify the teachers' belief. Their belief on extra effort to handle classes, adjustment to the students, their better ways of teaching and their effectiveness of teaching are taken for the study were taken as primary variables. The remaining about their belief on support of home environment, status of family members, guidance from home, students home environment, school experience and outside experience, providing appropriate alternatives. The sample of this study consisted of 62 preschool and secondary school level teachers. They are classroom teachers of Omani Schools in Oman. The simple scale designed was handed over to all classroom teachers. However, the questionnaire was completed by 62 teachers. Majority of the respondents belong to 31-40 years of age group (55 percent), 84 percentage of them are female teachers, 73 percentage of them are graduates, 74 percentage of them are having more than 4 years of teaching experience. 94 percentage of the teachers have 5 to 6 number of courses in work schedule.

### Relationship with variables

Five teacher's efficacy variables have taken to find the relationship with democratic variables of the teachers. Contribution of extra effort, Adjustment to the students, Better ways of teaching, guiding difficult students, Ability to teach effectively, providing appropriate alternatives and Age group of the teachers, gender of the students, Qualification of the students, Experience of the students, Number of courses teaching by the students were taken for the analysis. Chi-Square test was taken with the 5 percent significance level.

### Chi-Square Analysis

- Ho- There is no significant relationship between democratic variables and Teachers efficacy variables.
- Ha- There is a significant relationship between democratic variables and Teachers efficacy variables.

The relationship between the variables described from the table that, Contribution of the extra effort of the teachers are having the relationship between age group, qualification experience and their work load.

	Contribution of Extra effort	Adjust to Students	Better ways of Teaching	Guide Difficult Students	Able to Teach Effectively	Providing Appropriate Alternatives
Age Group	0.01024	0.00051	0.50764	0.30550	0.03728	0.58529
Gender	0.57153	0.01756	0.06042	0.42060	0.04200	0.34541
Qualification	0.46753	0.00502	0.02267	0.00552	0.04046	0.73186
Experience	0.02957	0.00028	0.11637	0.22581	0.00174	0.16501
Number of Courses	0.14708	0.00042	0.01187	0.02038	0.18137	0.08045

A teacher's self-efficacy belief is defined as "a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated." (Tschannen Moran and Woolfolk Hoy, 2001: 783). The concept of teacher's self-efficacy refers to teachers' beliefs in their capabilities to positively affect students' learning and success (Denzine *et al.*, 2005).

Adjustment with the students is invariably having the relationship with all the five democratic variables. Better ways of teaching is not connected with the age group of the teachers. Guiding the difficult students and the ability in teaching effectively are having significant relationship with all the taken democratic variables. Age group of the teachers and the qualification of the teachers are not related to the using alternative strategies in the needed areas. The framed alternative hypothesis is accepted.

## Conclusion

Teachers efficacy is the over written concept and in many countries this research handled to enhance their educational efficiency with teacher's efficacy. Oman is the country where the education is identified as a primary resource for the overall development with people. Basic education is in the national language in Oman with Arabic schools. The Arabic teachers in primary schools were taken for the research with very basic variables. This research identified the teachers are in the prominent pathway with needed few developments. The analysis delivered the result that the teachers are comfortable with the normal working hours and methodologies. The need for the change and the training is about the extra efforts to handle the courses and the updating the knowledge to handle the subjects. The basic psychology to handle the students also could be suggested to Arabic teachers to handle the children effectively with the base of home environment and the class environment issues.

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