THE ROLE OF SELF-EFFICACY IN EFFECTIVE TEACHING AND LEARNING IN HIGHER EDUCATION: A CASE STUDY OF A PRIVATE UNIVERSITY IN PAKISTAN.

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To my family, with love

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ABSTRACT

This dissertation is set in the context of a private university in the city of Lahore, Pakistan. It is an exploration of the impact of the phenomenon of self-efficacy on teachers and learners and how self-efficacy influences teaching and learning in the given setting. It investigates the sources of self-efficacy for teachers and students through qualitative methodology using a case study approach.

The data for this study were gathered over a period of 16 months by in-depth semi-structured interviews with teachers, focus group discussion with students, and classroom observations. By using methods and sample triangulation, the research investigates the perspectives of the teachers and the learners.

The study portrays the interplay of the self-efficacy of teachers and students as having encouraging influences on both groups. High self-efficacy beliefs of teachers make them more focused, ambitious, resilient and competent. These beliefs can contribute towards making them effective on the one hand and inculcate the same qualities in their students by raising their self-efficacy beliefs on the other. Reciprocal effect of teachers' self-efficacy on learners' self-efficacy and vice-versa emerged as a prominent element of the present HE teaching/learning setting. Experiences quoted by the learners suggest that their high self-efficacy beliefs result in better learning outcomes. The study shows that sources of self-efficacy are more positive than negative. Teachers and students do get affected by negative sources but their resilience keeps them goal-oriented and determined. Self-efficacy, thus, turns out to be a productive factor in making teaching and learning effective in the given context.

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CHAPTER 1

RESEARCH CONTEXT

This study focuses on the role of self-efficacy in making a higher education (HE) academic setting in Pakistan more effective through its impact on teaching and learning. According to Bashir *et al*. (2011), Naz, (2012) and Subhani *et al*. (2012), very little research has been carried out on HE in Pakistan, therefore, the literature that can provide an insight into the teaching and learning area of HE in the given context is hard to find. HE is not only crucial for an individual's professional and personal growth, it is also recognised as a capital investment in education by a country (World Bank, 1990). HE institutes (HEIs) are expected to provide students with advanced knowledge and skills required for future professions including positions in government and business (Pakistan Government Report, 2010). Keeping in mind the value of HE, it is important that research is carried out in this sector generally, and on the areas of teaching and learning in HE particularly, to understand t-he factors that can influence these areas of HE in Pakistan.

For a deeper comprehension, we need to understand the wider context in which this study takes place because the phenomenon of self-efficacy is context-specific (Bandura, 1986). Therefore, a study claiming to focus on self-efficacy should also make explicit the context in which it takes place. A link between the research questions and theoretical constructs or national policy issues shows that the particulars of the study illuminate larger issues and are significant (Basit, 1995). So to be true to the underlying theory (social cognitive theory, Bandura, 1986) behind the construct of self-efficacy, the detail of the context of the study is essential. In case of my study, the context is HEIs in Pakistan in general and private HEIs in Pakistan in particular, which is discussed in detail in this chapter. A discussion on the reviewed literature related to the theoretical framework of this study follows in the next chapter.

With a vivid realisation that this study is merely a grain of sand on a sandy beach, this research is carried out with the intention of adding to the wider body of knowledge to benefit the country and with the hope that this will open doors for future research in the HE sector of Pakistan, a relatively less explored area. Thus, I have put my study in the wider context of education in Pakistan, and have briefly examined the development of HE since the creation of Pakistan in 1947. My research is carried out in a private university, therefore an introduction to the public and private HE sectors is provided, followed by differences between them. It is worth mentioning here that, in Pakistan, there is a high potential for research in the HE sector, both public and private.

The HE sector in Pakistan has only recently attracted the attention of policy makers and researchers. When I started researching for a theoretical background for this study, little research was found in HE based on the local context, and I found nothing on self-efficacy of teachers and learners. Due to a lack of literature on self-efficacy in Pakistan, research on self-efficacy in the West became my theoretical base (e.g. Bandura, 1986, 1997, 2001; Pajares, 1997, 2001a, 2002; Hoy, 2000, 2004). To fill in the gap and to place my research in the Pakistani context, newspapers, internet resources and government documents on HE were consulted to gather relevant background information. As related literature was reviewed, it became evident that though much has been written, little has been done to improve HE in Pakistan. This chapter will discuss the hurdles in this process, identify areas for improvement and, finally, the place of this study in the entire framework. The discussion in this chapter is therefore an essential backdrop in understanding my study and research findings.

1.1   History of Education in Pakistan

Pakistan traces its history of education to the arrival of Islam and Islamic/Arabic culture to the Indian subcontinent with the invasion of Sindh by Muhammad bin Qasim in 712 A.D. By that time, the Arabs had already established themselves not only as conquerors and administrators over vast areas of the Middle East and North Africa but even more significantly as creators of a culture oozing with literature, art, architecture, and religious studies. The very culture they

brought and established in this South Asian part of the world (Pakistan) as well, which is the focus of this study.

Dating back to its roots, the traditional educational system of the Muslims of the subcontinent had its basis in Arabic and Persian language for centuries. With the start of English rule in the sub-continent and the fall of the Muslim empire in 1857, Hindus took more readily to the new education system than did the Muslims. This new system emphasised English as a medium of learning. Some leaders of the Muslim community, notably Sir Syed Ahmad Khan, urged Muslim youth to join the modern educational system initiated by the British. In 1857 three universities were established in Calcutta, Bombay, and Madras, producing not only the subordinate bureaucrats, but also hundreds of university graduates wanting to take up HE in the social sciences, humanities, and natural sciences.

Under Sir Syed's leadership, the Anglo-Oriental College was founded in 1875; this provided HE and produced a remarkable leadership for the Muslims of the subcontinent for educational, social, and legal reform. These reforms promoted the Muslim nationalist movement, which eventually led to the partition of the subcontinent and the birth of Pakistan in 1947. The medium of the majority of HEIs of science and technology in Pakistan is English which traces its history back to the efforts of Sir Syed. English was used from the beginning as a national language for official purposes (Shabbir, 1991).

In Pakistan, the ideological base that governs the life of the majority is Islam and "education for life must provide the growing citizen full opportunity to be exposed to an unbiased and progressive code of values driven essentially from the religion" (Aly, 2007:46). Moreover, Pakistan's education system should have the flexibility to accommodate local requirements and opportunities so that learners are able to develop appropriate and relevant skills (Douglas and Stacey, 2010). Aly (2007) has very explicitly linked the purpose of education in Pakistan to the needs of the country. He emphasises that professional degrees need to cater to the requirements of the market and HE students should be educated to fulfil the upcoming trends in occupational fields. Suspitsyna (2012) believes this market need makes industry linkages with HEIs even more important to improve management, make curricula relevant to the job market, improve the qualifications and quality of employees, create career and employment opportunities, and

respond to the changes in technology affecting industry. Such effective industry/academia linkages with employers' active involvement in improving and reforming education would make HEIs more productive and HE more rewarding for learners.

The present study is a pioneer in the field of self-efficacy research in the HE sector in Pakistan. It presents a brief country profile of Pakistan, with the focus on the country's economic struggle and the impact of this struggle on the HE sector. Numerous empirical studies conducted by social scientists have established a strong correlation between education and national economic development (Kazmi, 2005; Vinokurov and Bratishchenko, 2011). A glance at the rate of the economic development of Pakistan will give an idea about the educational development in the country.

1.2 Country Profile and Economic Struggle of Pakistan

According to the Higher Education Policy Note (2006), Pakistan has an estimated population of 162 million, making it the world's sixth most populous country, and second most populous country in the South Asian Region. As documented by the World Bank (2008), Pakistan has made significant economic progress in the 65 years since its independence in 1947 but this economic progress has gone through several phases. According to a recent Economic Survey (2008), during the 1990s, Pakistan's progress in reducing poverty and improving the welfare of its people was modest. Slow economic growth led to a rising poverty rate. By the late-1990s, Pakistan was in a vulnerable position with high and unstable financial deficits and heavy debt burden, which decreased public investment and social spending. In 2000, the government initiated an ambitious reform program which resulted in a dramatic turnaround and an increase in its Gross Domestic Product (GDP) growth from 3.3% in 2002 to 8.4% in 2005. Results of the reform program started to become evident in the form of improved development outcomes. Despite these developments, World Bank (2012) observes that Pakistan continues to face formidable challenges. The GDP growth rate has fallen to 3% in 2011 (World Bank, 2012). Pakistan still faces a lack of basic infrastructure, including electricity, paved roads, municipal services, health, education, and telecommunications which are critical for supporting the delivery of basic services. Corruption, political instability, social evils, and developmental obstacles are

some of the reasons for this situation (Javaid, 2010; Khan *et al.*, 2012). It is evident that any research in the education sector of Pakistan is likely to be influenced by the present economic and social situation of the country, directly or indirectly; the same situation that sets the context of this study.

According to the latest national education policy Pakistan Government Report (2010), initial educational levels (elementary, primary) in Pakistan are characterized as low access, with large disparities, poor quality, and weak performance. It is obvious that under such conditions the top level of education i.e. HE, reflects what is observed at the bottom and is affected by similar problems known at lower level. According to the Higher Education Commission (HEC) of Pakistan (HEC, 2010), provision of adequate resources, quality education and equitable access remain a challenge. One troubling factor is that HE has been allocated extremely low levels of resources and has not been considered a priority within the whole education system as Bashir *et al*. (2011) note that Pakistan's public expenditures on health and education are less than 3% of GDP, whereas in newly industrialized and developed countries, public expenditures on education are above 10% of their GDP.

With regard to spending on education, Pakistan is still spending only 2.7% of its Gross National Product (GNP) on education and not 4%, as recommended by UNESCO for all developing countries (UNDP, 2002). Statistics collected by UNESCO (2009) indicate that 6.3% of Pakistanis (8.9% of males and 3.5% of females) were university graduates as of 2007 and Pakistan plans to increase this figure to 10% by 2015 and subsequently to 15% by 2020. The latest national education policy (Pakistan Government Report, 2010) specifies that expenditure on education will be increased to 7% of GDP and the portion of HE would be 20% of the total education budget. If plans of expenditure on education had been followed since the education policy of 1972, Pakistan could have touched 4% of GDP well before 2015 but it is unlikely to happen because the levels of spending have remained significantly unsteady (Dawn News, 2009). Given this unpredictable financial situation, the claim in the latest national education policy of increasing public expenditure on education to 7% of GDP seems extremely difficult. The idea of this increase has a background of years of underfunding, and still leaves Pakistan with less than half of one per cent of the GDP spent on its HE (Bashir *et al.*, 2011).

In this given context, where the education sector of Pakistan is directly affected by the country's economic struggle, my research is a small effort to emphasise the importance of HE in general and my selected areas, teaching and learning within HE, in particular. The question of quality in HE is likely to be directly related to the infrastructure of HEIs. To discuss this issue of quality, and the absence of it, in detail, the next section will examine the current situation of HE in Pakistan.

1.3   HE Sector in Pakistan

Compared to other countries in the region or to other countries with similar levels of development three decades ago, Pakistan is lagging, both in terms of economic development and in terms of the performance of HE. Many developing countries, such as Nepal, India and Bangladesh, have paid little attention towards HE. Consequently, these countries lack in basic infrastructure for growth and development and show poor indicators of human development (Sedgwick, 2005). Unfortunately, Pakistan also falls into the category of those countries which have the lowest human development index (HDI). Pakistan's HDI is 0.539; this is lower than that of India, Sri Lanka and many other developing countries. Pakistan stands at 135th position in the ranking of HDI compiled by United Nations Organisation (Bashir and Iqbal, 2010:29)

HE promotes economic growth in three different ways. First, to establish HEIs; funds are activated to build, equip and furnish these institutions, to reward services of their staff, and to pay for the expenses of their students. Such activated funds are not paid back just once; rather they add to economic activity through a multiplier effect. Second, HE leads to additional earnings of successful graduates throughout their life. Third, HEIs nurture further research and experimentation which are necessary for technological progress. Occasionally, inventions and innovations may be conceivable in a country with low levels of education but a sustained growth in technology cannot be managed in the absence of institutions of higher learning (Bashir and Iqbal, 2010). At present, the HE sector in Pakistan lacks proof of innovation, research and experimentation (Pakistan Government Report, 2010).

If HE in Pakistan is in a poor condition, it is because of a lack of planning and strategizing. There is little disagreement regarding the diagnosis of the HE sector, and some of the biggest problems which infect it come from the academic sector itself. Different issues of the quality of HE in Pakistan as identified by Iqbal (2004) include low curriculum standards, unavailability of technological infrastructure, poor recruitment practices, inadequate development of faculty and staff, and inadequate support for research. It is also critical to monitor and regulate the growth of sub-standard institutions of higher learning as they cause more damage than good by promoting sub-standard education and, eventually, sub-standard graduates with little skill and knowledge. This situation becomes more critical considering the significance attached to HE with relevance to a country's growth.

According to the World Bank (2008), to benefit from the global knowledge-based economy, developing countries need better HE. Knowledge-based economies require international standard research universities and more nationally- and regionally-oriented technical universities and colleges to train students in practical application of this knowledge (Sanyal and Johnstone, 2011). The Browne report (2010) on UK HE stresses the value of HE as it not only creates knowledge but also changes the lives of individuals through driving innovation and economic transformation.

HE has played a vital role in the development of society and "universities, for centuries, had a crucial role in educating potential professionals, businessmen, political leaders, religious and social scholars, who serve society to enrich its values and develop its resources" (Mustard, 1998:43). Therefore, any research on HE is incomplete without an understanding of the role it plays in and for society. Although more academics and administrators are exploring ways to incorporate their curricula with service learning and building stronger links between academia and society, their efforts remain secondary to the universities' preoccupation with producing competitive graduates for the job market and cutting edge research for industry. Yet all acknowledge the fact that contemporary HE trends give more importance to universities' participation in the economy rather than their role in society (Suspitsyna, 2012). This is also highlighted in the national objectives of HE in Pakistan (Aly, 2007; Pakistan Government Report, 2010).

Exploring HE as a social institution falls under the umbrella of Humanities (Fallis, 2007). But, as it stands now, decades of neglect have dragged universities in Pakistan to levels which are incompatible with the ambitions of the country to develop as a contemporary society and a competitive economy (Higher Education Policy Note, 2006). Ineffective governance and management are the serious challenges faced by reforms. Aly (2007) focuses on the social responsibility of HE in the Pakistani context and comments that HE can take a society from one level of civilized life to a higher level, in the philosophical sense, but this sector is not receiving the attention that it deserves in Pakistan. He believes that increase in GDP, or economic growth rate is no guarantee that society is also becoming tolerant and conflict free. Only research and education in social sciences enables societies to equip themselves with the tools that are necessary to fight social evils. This comment seems relevant to the situation of Pakistan where such evils are prevalent. Suspitsyna (2012) notes the emphasis on the over-powering of the concept of HE as an industry as opposed to the idea of HE as a social institution. This market perspective diminishes the noneconomic social and political roles of HE. According to Pakistan's education policy (Pakistan Government Report, 2010), service to society is the third principal function of HE after producing a skilled labour force and producing new knowledge through research.

According to the World Bank (2012), the developmental indicators of Pakistan are not showing positive results even after six decades. The participation rate at HE is low compared to other countries of the region. There are problems of relevance of HE with societal needs, research facilities, financial crisis, more arts students than science students, weaknesses of the examination system, ineffective governance in HEIs and academic results not at par with international standards (Memon, 2007). Many of the highly educated go abroad either for HE or in search of better job opportunities. Most of them do not return and cause a large 'brain drain' (Pakistan Government Report, 2010). This leads back to political corruption that devours the education budget and hinders honest efforts of evolving the system. The limitations of this study do not allow detailed discussions of such conflicts, but no research on HE in Pakistan can escape briefly touching upon such circumstances and their after-effects.

Education Policy in Pakistan emphasises bridging the gap between academia and industry, yet there is a serious mismatch between the jobs demanded by the emerging needs of the economy and the supply of skills and trained manpower. Husain (2005) highlighted that while the economy is shifting towards sectors such as telecommunications, information technology, oil and gas, financial services, and engineering goods, the universities and colleges are turning out hundreds of thousands of graduates in arts, humanities and languages. The situation has still not improved. Naz (2012) observes that this mismatch has created misallocation of resources on the one hand and shortage of essential skills required for the progress of economy on the other. Technical HE has failed to fill the emerging skill gaps that have further been widened by the migration of experienced technicians and professionals abroad (Pakistan Government Report, 2010). In their research, Vinokurov and Bratishchenko (2011) note that when universities are not able to train people with the qualification demanded by the labour market, employers have the tendency to hire workers who have a degree higher than what is required. When the HE system is training specialists with a limited set of professional knowledge in just one field, the qualification demanded by the labour market is not fulfilled.

One solution can be to raise the standard of practical training of youngsters by developing a bridge between the HEIs and their employers or industry. Mostly, outside stakeholders from industry are not involved in the HE curriculum and they play a rare role in developing HEIs. To overcome this problem, a closer connection between businesses and universities is needed. Vinokurov and Bratishchenko (2011) conclude by suggesting that "since it is institutions of higher learning that are the most interested in cooperating with employers, they will have to take the initiative in the development of existing forms of interaction" (p.34). Hence, if HEIs in Pakistan want to fulfil the expectations set by the education policy, they need to strengthen their relationship with/within the market. Though my research revolves around teaching and learning in HE, an understanding of the expectations of the country and its youth from the education system is vital for every educator and every educational researcher. Only then can the research produce relevant results.

Research in education comes under the umbrella of social sciences and therefore can play a role in the improvement of the society through highlighting weaknesses and suggesting reforms in the

education sector. Similarly, my research, lying in the broader area of social sciences, aims at playing a role, albeit a very small one, in the betterment of society through pointing out some strengths and weaknesses of and suggesting some improvements for the HE sector in Pakistan. The lesson is clear that just devising plans and strategies is not a sufficient condition to reverse the situation of a neglected and damaged sector. Despite the hurdles, lack of funding and political instability, the HE sector in Pakistan has its own history of development and strive for progress, mentioned in the upcoming section.

1.3.1 Development of HE in Pakistan

In Pakistan, the HE sector has passed through three phases of development. During the first phase (1947-1970) the HE sector was completely ignored. At the time of independence (1947), there were only one public sector university and this negligent attitude towards HE continued till 1970. During the second phase (1980-2000), the government realized the importance of HE, and as a result the number of public sector universities increased to 19 with two private sector universities as well (Bashir *et al*., 2011). Response to HE in Pakistan particularly improved in the third phase of development (2000-2010). The year 2002 marked a turning point with the first step towards creating the necessary conditions for an active and vibrant HE sector. First came the publication of the Task Force Report on Improvement of HE in Pakistan (Government of Pakistan, 2002) which was followed immediately by the appointment of the Steering Committee on HE and by the subsequent creation of the Higher Education Commission (HEC) in September 2002 (Higher Education Policy Note, 2006:5).

The HEC in Pakistan monitors all degree-granting universities and institutions (public and private) and is responsible for coordinating reviews and evaluations of all academic programs. In addition, the HEC oversees the planning, development and chartering of both public and private HEIs in the country (Pakistan government Report, 2010).The HEC started, on one hand, giving scholarships to MPhil and PhD students, and on the other hand, increased funding to public sector universities. Now, it becomes vital to examine the HEC of Pakistan in detail because, so far, it has emerged as the most prominent advancement at HE level in Pakistan. This discussion will illuminate the claims made by the HEC and what hindered their fulfilment.

1.3.2 The Higher Education Commission (HEC)

To fully grasp the HEC's vision, it is important to understand the circumstances which gave birth to the Commission. This understanding is crucial to place my study in the HE perspective of Pakistan and, hence, its originality. It was only in the early 2000s that the powerful potential of a healthy HE sector began to be recognized by the highest authorities in Pakistan. At the same time, the risk of losing this potential became evident because of the obvious detrimental situation of HE. This double awareness helped to create conditions for radical changes, and speed up creation of institutions and the assignment of reform-minded leaders (Husain, 2005). For example, in Pakistan, 2.2% of the age cohort of 18-23 years was enrolled in colleges and universities in 2002 to over 4.7% in 2008 (Pakistan Government Report, 2010). Enrolment in tertiary education in the whole world grew by 63% in under a decade, from 92.5 million in 1999 to 150.5 million in 2007. This rate was greatest in the very low income countries that are experiencing the greatest increase in the growth of the youth cohorts (UNESCO, 2009). The maximum expansion of the youth cohort enrolling in HE is mostly in Asia, including many of the world's poorest and already most populous countries, such as Bangladesh and Pakistan. The demand for HE from students and their parents is driven by their understanding of the benefits associated with HE in terms of both lifetime incomes and greater opportunities, status, and attendant social and political influence (Sanyal and Johnstone, 2011). Thus, Pakistan needs significant improvement in the quality of HE and enhancement of its horizon.

In the beginning, the HEC found extremely limited access, less than 3% of the post-secondary age group enrolled in universities, lack of human, institutional and financial resources in public HEIs, under-qualified teaching staff, out-dated curricula and pedagogic methodology and an absence of research, monitoring evaluation and funding. Such standard had no impact on society, the learners and the country. Above all, there was no accountability (Naz, 2012). To start from somewhere, the HEC, therefore, launched an unprecedented number of systemic reforms directly aimed at the worst and most immediate issues afflicting universities. These reforms included the development of faculty members and resource allocation for research (HEC, 2010).

First, the HEC has encouraged universities to prepare a 15-year vision, relevant to institutional needs and intended reforms. Universities are responsible for the relevance of programmes and the formation of industrial linkages. Reports by the World Bank (2000, 2002, 2008, 2012) establish that relevance in education must ensure equal emphasis on theoretic introductions that accompany practical application of knowledge. Realizing the issue of quality, the HEC of Pakistan established Quality Enhancement Cells (QECs) in 45 public sector universities and 17 private sector universities during 2006-2010 for improvement of their academic standards (Pakistan Government Report, 2010).

In addition, the HEC has initiated performance-based funding. Its main foci are access, quality, relevance and public/private partnership. Such initiatives have not yet fully succeeded to evoke the full zeal of the academic community due to usual reactions towards accountability and the concentration of power in very few hands (Higher Education Policy Note, 2006). This issue can be an interesting research point for future exploration. Furthermore, mentioning initiatives by the HEC in the beginning of this study is relevant because the HEC is responsible for the development of the HE sector in Pakistan. The more relevant my study proves to be with the goals of the HEC, the more productive it can become in the Pakistani context generally, and in its specific contextual setting (a private HE institute) particularly. As emphasis on the local context is an issue that can affect education at all levels, this further solidifies the claim of my research to be a pioneer in its field because the context in which it is undertaken is unique and full of potential as I explored the quality of teaching and learning of a private HEI in Pakistan focusing on the phenomenon of self-efficacy.

Theoretical aspects of my research are presented in the next chapter. Meanwhile, to explore the context of this research further, upcoming sections throw light on teaching and learning in HE in Pakistan and public and private sector universities in Pakistan.

1.4   Teaching and Learning in HE in Pakistan

Compared to international standards, the quality of HE is suffering both in the public and the private sectors in Pakistan. The level of competence of teachers, dated curricula and sub-standard

student intake are the major contributing factors in the deteriorating quality of HE. The universities are gradually improving but there is a dire need of implementing national and international quality control standards. Hamidullah (2005) presents a range of statistical and non-statistical indicators intended to offer an objective measure of how an HEI is performing. Some of the indicators are user satisfaction, student retention, learning/teaching output, research, graduate employment and change in the attitude of students.

The main indicators of quality HE are the quality of faculty and quality of student and the quality of faculty includes faculty development that focuses on the knowledge, skills, sensitivities and techniques of faculty members, rather than on the courses they teach (Chande, 2006). Sedgwick (2005) points out that the quality of HE in Pakistan is very low as measured by teacher qualifications, publications, participation in international conferences, teaching and learning, or significant research findings. He adds that as a consequence of this level of quality, not a single Pakistani university is ranked among the top 500 of the world, and the pass rate on the Federal Public Service Commission examinations has declined to 7.5% of those taking it from almost 33% 15 years ago; an indication of the decline in educational quality over the years.

On the other hand, the quality of the students constitutes the raw material of HE, which requires special attention. To improve this quality, it is essential to get together with students and teachers, implying further contextualization in the design of HE programmes of teaching and research and the networking of those programmes (Subhani *et al*. 2012). Aly (2007) states that to keep HE relevant, education at the university level should be field-based and research-based. Students should be provided internship opportunities so that they could link theory with practice. This information is very important as all the participating students in my research identified the dire need of linking theory with practice and their wish for getting proper guidance from their teachers in this regard (see chapter 5). This concern is expressed in the HE policy of Pakistan as strong industry-university linkage, paradigm shift from 'teaching' to 'learning' and provision of internship opportunities to HE graduates (Pakistan Government Report, 2010:55-60). Almost all under-graduate and graduate HE students in Pakistan are young (18 to 25 years of age).

Reasons for the low quality teaching in HE in Pakistan are explored and explained by HEC (Pakistan Government Report, 2010).It is noted that the overall quality of faculty members has been low according to measurement of the number of faculty members with PhDs, publications in refereed journals, international recognition, research grants received, or teaching evaluations (to the extent they have been undertaken) (HEC, 2010). Part of the problem over the last decade relates to the fact that teaching and research in tertiary institutions have not been an attractive option for the brightest graduates because of low salaries, low status, poor working conditions, and limited support services. There are few incentives provided to be productive in research, service or teaching and very little accountability (Pakistan Government Report, 2010). In addition, universities have not emphasized the need for research degrees in hiring faculty. Only about 25% of faculty members (excluding those involved in distance education) have PhDs. Consequently, there is an acute shortage of qualified university faculty, and many of those teaching have second jobs in order to make ends meet. Most of the teachers are inclined towards syllabus coverage rather than encouraging research-based learning being unaware of its significance. Opportunities for existing staff to upgrade their qualifications are limited. Until recently, funding for research was limited. Research output is very low even at the best institutions (Pakistan Government Report, 2010).

Students can only achieve deep learning if they are given the opportunity to construct knowledge through research and practice themselves. They retain this knowledge only by bringing benefit to themselves and to society in general (Means, 2010). Fullan (2005) has stressed that learning opportunities to develop collaborative skills are embedded in coursework. HE learning must be promoted in context "through daily interactions designed for job-oriented learning" (pp.76). This claim points back to the aspect of HE that is related to the economic growth of individuals.

However, a recent report by HEC (2010) indicates that research based teaching and learning in HE have not been emphasized in Pakistan, with few institutions evaluating or rewarding good teaching. Rote learning is encouraged in contrast to problem-solving, leaving students with limited skills in analysis and assessment – weaknesses that affect their success in the work force once they graduate. (Isani *et al.*, 2005) have noticed that quality and depth of knowledge of the subject area are assumed to be indicated only by the results of examinations, and the exams are

such that they reward memorization rather than problem-solving ability. High pass rates are regarded as indicative of good teaching. Thus teaching to enable learners pass the examinations is the usual method. Examination results assume greater importance, and irregularities in the examination system are common, making the value of results questionable. The push for better quality teaching must come from the universities themselves where efforts should be made to nurture critical analysis and creativity rather than rote-learning. Javaid (2010) stresses that a major effort is needed to reduce the excessive focus on examinations by introducing continuous assessment and making it a significant part of the final marks for the subject, and to fight the malpractices that have marked the examination system for so many years.

One of the major issues faced by the HE sector in Pakistan is its lack of relevance to the national needs or lack of contextualisation. The business sector is particularly critical of HE's lack of relevance. Interviews with the stakeholders of HE (employers, parents, students, and graduates) conducted by the Task Force on Improvement of HE in Pakistan (Govt. of Pakistan, 2002) in Lahore and Peshawar concluded that the quality of graduates produced was below adequate and these graduates exhibited poor communication skills, poor reading habits, narrow vision and limited world view. They also lacked a spirit of inquiry, and the ability to apply their knowledge in real life. In HE, it is important that students must think critically, connect ideas, and complete research projects (O'Sullivan and Dallas, 2010). So far, there is no evidence of any systematic mechanism or study to assess the relevance of HE tuition programmes in Pakistan. There is left no doubt about the need of further in-depth research on why this is happening and to find a solution for the betterment of learning in this sector. This poor quality of HE learning can be linked to the poor quality of HE teaching standards in Pakistan. Teachers can make researchers out of their students only when they themselves realise the importance of being critical and analytical.

The HEC policy for universities (HEC, 2010) points out that there is no tradition of quality reviews for academic programmes in the universities. Similarly, there is little effort to evaluate faculty members internally, to hold them accountable for their teaching and research, or to reward outstanding teachers, or those who provide especially useful service to the university, community, and the nation, or produce exceptional research. Now, as part of the effort to

improve the quality of teaching and learning and its relevance, the HEC has established several bodies to focus on pedagogy as well as developing several programmes for university teachers (HEC, 2010). However, the performance indicators focus primarily on research and science training. There are few indicators that relate to learning as a performance indicator of teaching at HE in Pakistan. The HEC has so far not considered outcome measures of education programmes and to assess the actual learning of students in universities. Here lies one of the reasons for my research focus on learners and on learning as an outcome of teaching.

In terms of infrastructure of both public and private universities in Pakistan, teachers and students have similar opinions. Both groups find private universities better in respect to building, maintenance and classroom facilities, library, laboratory, computers, multimedia use, transport, budget allocation for academic activities and friendly campus environment, while they find public universities better in terms of admissions policy, faculty, research facilities and hostel facilities (Isani *et al*., 2005).

To sum up the discussion on HE in Pakistan, it requires a "concerted effort from all key planners (especially teachers) who are at the front line in the delivery of education provision" (Khan, 2005:1). It is evident that without teachers' transformation the quality of education is not likely to improve. This transformation cannot happen in a day or by one person. It requires a devoted team of researchers and policy makers. The HEC has also commenced performance-based funding on public/private partnership. The upcoming section discusses the deliverers of HE (i.e. public and private universities) in Pakistan. As this study was conducted in a private university, a look into the public and private sectors and their differences is offered. This discussion sets the ground for the present research.

1.5   Public and Private Universities in Pakistan

Pakistan is suffering from financial crises and its economic growth is slow with 64 million Pakistanis (33% of the population) living below the poverty line (Ali, 2011). A mere 2.6% of the population is enrolled in HE, and adult literacy is around 60%. Despite these grim statistics, the

country has paradoxically witnessed a tremendous boost over the past decade or so in the number of colleges and universities (HEC, 2010)

Sanyal and Johnstone (2011) calculated the changes in public HE expenditure per student and in GDP per capita. They observed that between the year 1999 to 2009, this ratio dropped in 81 out of 104 countries, especially in all developing South and West Asian countries. It means that governments of these countries have far less resources to facilitate the growing need of expanding HE. Considering the economic pressure on the governments, and recounting the increase in the youth cohort in developing countries willing to take up HE, supply of higher educational opportunities is also increasing because governments of developing countries are recognizing the value of HE for economic growth, political stability, and social development. Therefore, the supply of HE has been facilitated in many countries by the growing private sector (Sanyal and Johnstone, 2011). Similarly, to fulfil HE requirement in Pakistan, the government has made it relatively easy for the private sector to establish colleges and universities (HEC, 2010). As a result, a record 49 new universities and other degree awarding institutes (most of them private) have been established since 1999 (see table 1).

After partition, Pakistan had only one public HEI (University of the Punjab) and none private. The next 40 years witnessed the establishment of many HEIs, fuelling the country's socio-economic growth. In the early 1970s, all of Pakistan's educational institutions were nationalized. For the next decade, Pakistan's entire HE system of education was state-run. However, the growing demand for HE fast outpaced the establishment of new public universities. During that period, the public sector could accommodate only 25% of the high school graduates who applied to HEIs. This overcrowding prompted many wealthy Pakistanis to seek university degrees abroad in the United States, the United Kingdom and Australia, while others sought out private tutors at home or entered the job market without a degree (Isani *et al*., 2005). In 1979, a government commission reviewed the consequences of nationalization and concluded that in view of the poor participation rates at all levels of education, the public sector could no longer be the country's sole provider of education. By the mid-1980s, private educational institutions were allowed to operate on the condition that they comply with government-recognized standards (Kalam, 2003).

17

Year	Public HEIs	Private HEIs
1947-1948	1	0
1950-1951	4	0
1960-1961	5	0
1970-1971	8	0
1980-1981	19	0
1990-1991	20	2
2000-2001	32	14
2005-2006	49	36

(Table 1. Number of public and private universities in Pakistan. Available at www.hec.org.pk)

Until 1991, there were only two recognized private universities in Pakistan (Agha Khan University; Quaid-e-Azam University). By 1997, however, there were 10 private universities and by 2001-2002, this number had doubled to 20 (Iqbal, 2004). In 2005-2006, Pakistan had a total of 36 private degree granting HEIs and the number is still increasing (see table 1). It is worth mentioning the development of the private sector and its contribution towards the progress of HE in Pakistan, as compared to that of public sector, with a comparison of both going parallel (Naz, 2012). Though my research is based in a private HE institute, a discussion to develop an understanding of the essential differences between public and private HE sectors in Pakistan can prove vital for the future research prospects particularly in the public HE sector in Pakistan.

1.5.1   Public vs Private HE Sector in Pakistan

Varghese (2010) believes that, generally, the lines distinguishing between public and private HEIs have become blurred globally. Thus, he suggests that instead of demarcating, it is more useful to look for five public and private dimensions of institutional variations; ownership; purpose or mission; source of revenue, degree of state control and regulation (e.g. over the setting of tuition fees or the terms and conditions of faculty and staff employment), and the

norms and values of the institution. According to Mujtaba and Afzal (2011), the amount of tax support and the degree of government control over its institutions are critical issues for any government. The supporters of private HE insist that such education provides substantial non-monetary benefits, including greater prestige, more choices of jobs and places to live, and, in general, a better quality of life. They believe that state funding, mostly tax income, cannot rise fast enough to cope with the rapidly rising costs and revenue requirements of HE, especially in the case of the low-income countries (Sanyal and Johnstone, 2011). Whereas, the people against private HE point out that as HE is a public and social goal, students without some sort of government support may not be able to pursue higher learning. Nevertheless, the need for private HEIs seems inevitable as public institutes are already overcrowded, demand for admittance in HE is surging and HE costs are rising. Both public and private sectors are unable to meet these rising needs. This situation (HE's increasing financial need and limitations of available institutions) is the gravest in developing countries. One solution is to encourage the growing private sector so that it can relieve some of the enrolment pressure by providing forms of HE that the public sector is unable to deliver (Hamidullah, 2005).

According to Sanyal and Johnstone (2011), a private institution means privately owned:

> It may be a non-profit entity; if so, ownership of the college or university is vested in a governing board, or trustees, who do not share in profits, but may share in some of the liabilities, and the institution is generally accorded significant tax advantages. It may also be a for-profit entity, owned, like any for- profit enterprise, either by a single individual, a group of individuals, or stockholders of a corporation. (p.164)

The private sector has long played an important role in the delivery of education in Pakistan. Throughout most of Pakistan's history, however, the role of the private sector in education was confined to school level. The private university sector in Pakistan dates back only to the mid-1980s (Isani *et al*. 2005). There were only 61,000 enrolments at private HEIs in Pakistan, which was 7% of total HEI enrolments in 2003/04 (HEC, 2010). Now 30% of world HE enrolment is private (Bjarnason *et al*., 2009) and in Pakistan, this ratio is 29% (HEC, 2010). This is generally making the public sector more accommodating to the better prepared students, who are mainly

from an elite background, and meanwhile luring remaining student body into the facilitating private sector (Memon, 2007).

In Pakistan, private HEIs follow regulations of the HEC. The HEC produces guidelines for institutional programmes/curricula. It is important to note that private institutions are autonomous and do not need to get HEC approval to set or amend the curriculum or programme content. Furthermore, there is no external quality assurance provided, as the accreditation system is not completely operational (Pakistan Government Report, 2010). Yet, private HEIs cannot have affiliated colleges for the first 10 years of their existence. There is also a requirement that all HEIs undergo ISO 9000 Certification, an international certification for quality control and monitoring (HEC, 2010).

A number of factors explain the rapid growth in the private university sector in Pakistan. According to Sanyal and Johnstone (2011), a chief driver is the inability of the public sector to meet the burgeoning demand for HE in the country. The increasing popularity of Cambridge 'O' and 'A' level examinations has resulted in increased numbers of quality high school graduates eligible for admission into HE. In Naz's (2012) view, other important factors that explain the growth in the private sector include a growing middle class, more modern and job relevant curriculum at private HE institutes (HEIs), and the declining quality of provision, poor infrastructure, the lack of equipment, and concerns about political influence in university affairs at public HEIs.

Sanyal and Johnstone (2011) comment that private HE, which is legally for-profit, is growing in many developing countries and that this growth has been fuelled by limitations on the capacity of the offered programmes by the public and non-profit sectors. Meanwhile, these sectors have a considerably high per-student cost. Whereas efficient private management offers quality education at relatively very low cost per-student when it is motivated by profit while avoiding many regulatory burdens of public HE. They further advocate the expansion of private HE by explaining that principal advantages attributed to for-profit HE are those associated with their presumably greater efficiency and responsiveness to the fast-changing demands of both students and job markets (Sanyal and Johnstone, 2011). For-profit HE may flourish where the public

institutions have failed to provide useful and job-relevant programs. The profit benefit encourages both efficiency and accountability.

Naz (2012) comments on the limitations of the programmes offered by the HEIs in Pakistan and notes that the course range offered by private HEIs in Pakistan is confined to job-oriented courses and programmes. These include modern programmes such as telecommunications and networks, telecommunications engineering, fashion design, nursing, technology management and development studies, computer science and business administration. Nearly 40% of bachelor level enrolments in the private sector are in private business schools compared to less than 2% in the public sector universities.

If we look at the faculty members of private HEIs, these institutes tend to be much smaller, employ more visiting (part-time) teachers and possess staff with lower qualifications than their public counterparts. Visiting teachers are drawn from either public HEIs or industry, and are used more in areas such as business and IT. Teachers at private HEIs earn higher salaries than do teachers in the public sector. It is true that public universities have a strong faculty but the physical infrastructure is less developed (Iqbal, 2004). It is important to note that private HEIs are primarily teaching institutes, not research based organisations. Most of the research happens in Public HEIs with HEC grants (HEC, 2010). Still, there is little research or other interaction between public HEIs, industry and public sector research institutes. Programmes and curricula at public HEIs are described as out-dated and inflexible. There is little industry input into curriculum development at public HEIs. As a result, courses and programmes at many public HEIs are not in accordance with the needs of the job market (Pakistan Government Report, 2010). Challenges require reassessing the content, structure, delivery methods, and other aspects of public HE programmes in Pakistan (Sanyal, 2008).

On the other hand, graduates from the more established private HEIs globally are well regarded in the marketplace. Graduates from top private universities are usually successful in finding work upon graduation (Vinokurov and Bratishchenko, 2011). In Pakistan, the job market's acceptance of qualifications from many of the newer private HEIs remains untested and requires further exploration. There is evidence that employers recognize differences in the quality of tuition at

different private HEIs and also value their HEC recognition. Employers often advertise for candidates from HEC recognized institutions and reputable HEIs. The private HE sector is competitive with the public sector in Pakistan, despite the requirement to pay higher tuition fees in the former (Naz, 2012).

The surging enrolment pressure and therefore burgeoning need for revenues in education sector in developing countries is coinciding with the demand of revenues for other compelling needs like transportation, public health and housing. In the case of Pakistan, less than 3% of state resources of Pakistan are spent on HE. Therefore, other sources to generate revenue, like parents, students, private donors, are approached to supplement the insufficient public resources for HE's increasing revenue needs (Johnstone and Marcucci, 2010).In Pakistan, private HEIs do not receive either government recurrent or capital funding, nor are they eligible to receive government research and development grants. The success of private universities comes without any government support financially or otherwise (Higher Education Policy Note, 2006). When it comes to government resources, public institutions definitely have the upper hand. About 67% of all public university income comes from federal grants. They have more professors with doctorates, vast campuses, lab facilities and many more students. Private universities are much smaller with not as many qualified personnel. Still, there is potential for an even larger contribution by private HEIs to broaden access, improve quality, enhance relevance, while alleviating some of the burden on public institutions (Pakistan Government Report, 2010). In addition, the public sector and private institutions can mutually benefit from reinforcing their partnership. In this way, they would respond better to the growing demand, and would make the entire HE more receptive to market expectations. But to enjoy these benefits, several regulatory and financial steps must be taken to assure that the quality of services goes beyond institutional boundaries (Higher Education Policy Note, 2006).

It is evident that to avoid being dated, the public sector must get involved in providing technical education and managing skills development to fulfil the growing demand of the job market and a long term commitment is required from the private sector towards the educational policy of the country. The next section will focus particularly on the structure of private universities in

Pakistan. As my study is based in a private university in Pakistan, this knowledge will help the reader in placing my study on self-efficacy in this specific Pakistani context.

1.5.2 Private Universities in Pakistan

Most of the private universities in Pakistan are for-profit institutes, running as revenue generating organisations. Sanyal and Johnstone (2011) observe that for-profit HE is often criticized for random recruitment of unqualified students, for the lack of professionalism in its teaching staffs, and for greed of business profits by owners and management. Mostly, academic decisions are not under the control of the teaching faculty, there are few if any appeals against the abuse of authority, and there is neither financial nor administrative accountability. Hamidullah (2005) blames private universities in Pakistan for poor admission standards and for a shortage of appropriate faculty. Therefore, major reforms are needed for quality improvement and high academic standards at private universities. Much needed quality improvement in this sector will also require governance and management reform to remove authoritarian leadership practices by the owners in some private institutions and ensure that academic matters are controlled by the faculty (Naz, 2012).

Sedgwick (2005) observes most private sector universities in Pakistan charge between US$1,000 and $1,500 annually for an under-graduate programme. In a country where the average per capita income is estimated to be US$277 per year, this puts private institutions beyond the reach of most Pakistanis. According to Sanyal and Johnstone (2011), supporters of private HE believe that non-government institutions can deliver higher quality education and do it far more efficiently than the public sector. They point to the fact that private institutes rarely suffer closure and that students enrolled at these institutes are more likely to complete their degree programmes on time. They also believe that private universities introduce international standards of competence and accountability. On the other hand, critics like Johnstone and Marcucci (2010) fear that explosion of private institutes/universities will lead to the commercialisation of HE. Many feel that private institutions of HE merely serve as cram-schools (see Sedgwick, 2005) to prepare students for board exams, rarely providing quality education and opportunities for

intellectual growth and "such problems call for the inclusion of moral and ethical values in HE programmes" (Sanyal and Johnstone, 2011:158).

The spread of market-friendly economic policies promotes economic growth and facilitates the expansion of higher educational quality and social participation. But this trend also generates social problems such as greed, consumerism, unequal distribution of wealth, and the exploitation of human, physical, and natural resources. Thus, inclusion of moral and ethical values in HE programmes is the need of the time. Market-friendly societies are promoting systems of HE through commercialization and the spread of for-profit institutions (Sanyal and Johnstone, 2011). Such issues call for the creation of HE that is both economically responsive and socially responsible (Suspitsyna, 2012). The increasing trend in HE worldwide of the growth of private HE, both non-profit and for-profit, is striking (Sanyal and Johnstone, 2011). This influence of monetary priorities of all stakeholders ultimately influences the teaching-learning environment. These challenges faced by HE require reassessing the content, delivery methods, and other aspects of HE programmes especially managerial skills and morals to work in an ethically sound society (Giroux, 2003; Pusser, 2006; Fallis, 2007; Sanyal, 2008). Present day HE teachers can be effective if they have awareness of the context and on-going market trends. This makes the discussion of context within any HE research on teaching more vital.

Amidst all the criticism, the HEC (2010) found that the job success rate for graduates of private universities tends to be higher than that of graduates of public institutions. Another advantage in private institutions is that there is better faculty morale. One reason for that can be that teachers are better paid than in public institutions. In fact, during the 1980s and 1990s, a number of teachers in public universities left because they could not survive on the salaries they were receiving (Kalam, 2003). According to Fallis (2007), some people see the new knowledge industry as an inclusion of the external market into academia and it makes the private for-profit sector an essential part of the global economy. Adding to that, private universities also offer more vigorous training to students. In short, private universities have made their mark in Pakistan and, with more support from the government, can become even more useful for the development of qualified professionals in the country (Saeed, 2003).

The examination standards, the additional number of years and the dozens of conditions imposed on students forced a massive dropout percentage in public universities (Javaid, 2010). As a result, more and more students turned to private universities. Public sector universities are on the path to becoming fully commercialized. But by following that route they are losing out on whatever research base they had and are gradually becoming another source of private education for the few (Khan *et al*., 2012). Transforming campuses into places of learning and practising democratic deliberation is one of the proposed solutions to the dilemma of commercialism (Giroux, 2003; Pusser, 2006; Fallis, 2007).

To sum up the discussion on the context of my study, it can be concluded that the present study has taken place in an HE sector that echoes with years of underfunding and lack of planning. The main focus of this study is a private HEI. The private HE sector in Pakistan is criticised as being highly commercialized where faculty has no say in policy making decisions and which mostly accommodates students who do not get admission in public sector universities. Nevertheless, this sector has to its credit market friendly curricula and more qualified faculty as compared to the public sector. Upcoming sections elaborate briefly the purpose of this research and how this thesis is structured.

1.6   The Present Research

Literature (Ayotola and Adedeji, 2009; Cinamon, 2006; Gruenbaum, 2010, 2012; Boatman and Long, 2010) suggests that effective teaching can lead to effective learning and the purpose of education is to facilitate learning. For effective teaching, self-efficacy of teachers needs to be improved, despite the level being taught (Pajares, 2002). This research is not aimed at exploring the entire HE sector of Pakistan, nor does it intend to criticise its slow progress. My purpose is to establish a research base for self-efficacy research in a particular HE setting of Pakistan. In the given situation of the country and the financial crisis in the education sector, motivated teachers and motivated students are the need of the day. This is only possible if we know what affects the teaching and learning phenomenon.

Aly (2007) observes the value of research in social science and its role in a country's economic growth. Such research is important because social sciences determine the character and needs of a society and play a critical role in influencing people in their pursuit of improved living. As I chose to carry out a qualitative study in a social science area, Aly's comment strengthens my claim that my research, if utilised in policy making, can be helpful even if it only offers a small opening for future researchers. As mentioned earlier, the role of research in social sciences must be recognized (Giroux, 2003) and sufficient resources should be made available for its growth (Sanyal, 2008), not only for faculty development but also for ensuring that suitably inclined students can undertake research in social sciences and produce ideas and schemes that can provide innovative solutions needed for economic and social development of the country.

1.6.1 Structure of the Thesis

Following this chapter on the Research Context, the dissertation is further divided into five parts. Chapter two throws light on the theoretical framework and relevant literature critiqued in the present study and deals with previous studies done in the field of self-efficacy, leading towards self-efficacy in education. During the literature review, it became evident that there was a dearth of literature on HE teachers in Pakistan. Also, there is little research on HE learning in the private HE sector of Pakistan so far. The existing literature either discusses the financial benefits and their impact on teachers or lack of training for university teachers (Arshad, 2003). Some convey the dissatisfaction of teachers, students and parents with the facilities provided by the universities (Malik, 2002) while others stress the need for a quality framework to improve HE in the country (Moosa, 2003; Saeed, 2003) such as periodic meetings of the administrative bodies to ensure quality services by HE (Kalam, 2003). Since, the aforementioned literature is indirectly related to the chosen area of study, I searched British and American literature on self-efficacy, HE, and teaching and learning in HE (e.g. Cresswell, 2008; Allan and Clarke, 2008; World Bank, 2008; Ghumman, 2009). Government documents on HE (e.g. Pakistan Government Report, 2010; HEC, 2010) helped in gathering important material relating to the Pakistani context. During the course of this study, some new research papers were published on the HE setting of Pakistan (Bashir and Iqbal, 2010; Naz, 2012; Bashir *et al*., 2011; Subhani *.et al.* 2012) that further helped in the latest depiction of my research context.

Chapter three explains the research design for the study. While there is some research carried out on public sector education as a whole, there is still very little research on the private sector, especially in HE in Pakistan. My sample teachers and students are chosen from the Business School of a private university in Lahore, Pakistan. They are selected, chiefly, due to my ten years of working in the same private university and my familiarity with the system that provided convenient access to the sample.

Chapter four and five illuminate the findings and analysis of the data related to the two major research questions respectively; chapter four deals with the effectiveness of teaching and teachers' self-efficacy and chapter five is about strategies adopted by effective teachers and the impact these techniques have on learners' self-efficacy. The data has directed me in determining various themes, of the phenomenon under study, which are linked with one another. Chapter six contains conclusions and implications of the present study, illuminating the expectation of teachers and learners and recommendations for further research in the areas related to major themes of this study.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Introduction

In this chapter, the history of self-efficacy beliefs, and effective teaching and learning are considered by reviewing the relevant literature. The literature is mainly in two parts. The first considers the origin, purpose and sources of self-efficacy beliefs, especially in an academic setting. It also explores teachers' self-efficacy, learners' self-efficacy and tries to establish a connection between both. The second part looks at aspects of effective teaching and effective learning, focusing on the HE context later. The chapter concludes with a summary and provides a model of emerging reciprocal themes.

The focus of this study is self-efficacy in an academic context or academic self-efficacy of teachers and students in HE. Bandura (1986) originates and defines self-efficacy in his Social Cognitive Theory (SCT) as an individual's belief that he or she is capable of performing a certain task in a given situation. Robbins and Judge (2007:229) claim that high self-efficacy increases one's chances to succeed in a task. In difficult situations, people with low self-efficacy give up, while people with higher self-efficacy exert more effort to face the challenge. Following Bandura's (1986) assertions about self-efficacy, I explored whether teachers in the present HE setting believe in their ability to teach and do their beliefs make them effective teachers. Furthermore, I observed if effective teachers have any impact on the self-efficacy beliefs of their learners about learning in the given HE setting and how do such teachers improve learners' beliefs on their ability to learn. In other words, are effective teachers improving the self-efficacy beliefs of their students, and how? Lastly, I have looked into the reciprocal dimension of self-efficacy. In the case of this study, this dimension explores if students achieve high self-efficacy beliefs due to effective teaching, do these beliefs affect the self-efficacy of their teachers regarding their teaching?

Pajares (2001b) notes the effects of self-efficacy on individuals. Individuals who have a robust sense of self-efficacy look for demanding tasks, become involved in activities and employ high levels of effort in these activities, despite setbacks or failures. In addition, individuals with high self-efficacy are task-focused, goal-oriented and attribute their failures to lack of personal effort. "These days, it is just not possible to elucidate aspects of human functioning such as motivation, learning, self-regulation and achievement without bringing the role played by self-efficacy beliefs into the discussion" (Pajares and Usher, 2008:451). This is why the phenomenon of self-efficacy is chosen to explore in the given academic setting to investigate the impact of these beliefs on teachers and students. I have paid much attention to self-efficacy of students because within HE programmes, it is possible to influence students' self-efficacy because it plays a predicting role in their achievement, motivation and learning (Pajares, 2001a). So,

> It seems crucial that institutions of HE pay attention to students' developing self-efficacy. Knowing the factors that affect the development of students' self-efficacy can help higher education institutions in developing and planning educational programmes that enhance students' self-efficacy (Dinther *et al*., 2011:105).

Interestingly, Dinther *et al*. (2011) report that among all intervention treatments to influence students' self-efficacy in HE, programmes based on SCT were most effective. My research can prove beneficial for achieving the desired learning outcomes if it succeeds in identifying the positive source of improving students' self-efficacy.

The context of this study is discussed in the previous chapter. As self-efficacy is a context specific phenomenon (Bandura, 1986), this discussion was vital to understand the effects of self-efficacy on teaching and learning in the present research setting and the influence contextual factors have on the self-efficacy beliefs of individuals. As such, high self-efficacy in one context does not necessarily mean high self-efficacy in another. Artino (2012) explains that self-efficacy is not a general disposition, but rather a self-judgment that is specific to the activity context. Therefore, understanding the context where the activity is taking place is crucial to understand the effects *of* and *on* the self-efficacy of individuals there. In SCT (Bandura 1986), human functioning is assessed in a transactional way in which internal personal factors (cognitive, affective and biological), behaviour (response to given task and future action), and

environmental events all act as interacting elements that affect one another in a reciprocal manner (Dinther *et al.,* 2011). Bandura (1986) contends that a person's behaviour both influences, and is influenced by, environmental and personal factors. When a person's behaviour is affected by the context (e.g. social environment), at the same time, that person's behaviour and personal factors (e.g. attitude), in consequence, impact the environment. It means that all these factors (behavioural, personal, environmental) coincide with each other and result in a continuous bi-directional impact at all three levels. Individuals cognitively assess the information received from internal factors (personal) as well as from the environment. This self-assessment leads to their resultant perceptions about their ability to perform and to their following performance or action. The interaction of these contextual factors is known as the reciprocal dimension of self-efficacy perceptions (Fig. 2.1).

Environment

Person   Behaviour
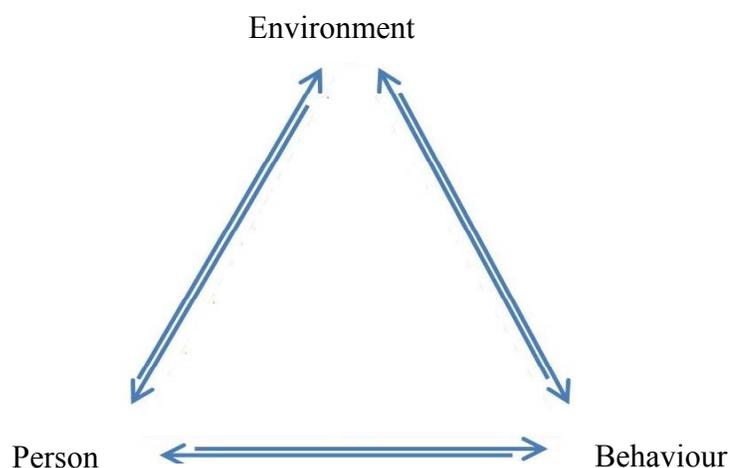
(Fig.2.1 Reciprocal factors influencing self-efficacy: Bandura, 1986:24)

For example, if a child has a history of failure in playing football due to some injury, his/her cognitive system will process this information and s/he might not feel capable of playing football, feel shy in the playground, or might not play at all. His/her low self-efficacy about his/her ability to play the game (cognition) and the environmental factors (pressure to win, the presence of expert players) are likely to affect his/her behaviour (response to the task). In consequence, his/her lack of action might negatively affect his/her fellow players (who are a part

of his/her environment), resulting in a negative perception about him/her, and they might start mocking his/her inability to perform. Their behaviour, reciprocally, is likely to demotivate the child even more, lowering his/her self-efficacy, and s/he might quit the game altogether, having bad feelings about other players and about football itself. This is how the child's behaviour can influence, and can be influenced by, the environment. This example explains the reciprocal dimension of self-efficacy perceptions: how an individual's behaviour is both affected by, and affects, his thought process and environmental factors.

Artino (2012) has also defined in detail the assessment stages of self-efficacy in certain situations. He argues that it is incorrect to believe that self-efficacy is concerned solely with specific behaviours in specific situations. He distinguished three levels of generality of assessment. The most specific level measures self-efficacy for a particular accomplishment under narrowly defined conditions (e.g. self-efficacy of students about multiplication before a maths test). The next level measures self-efficacy performances within the same context and under similar conditions (e.g. self-efficacy of nurses in a hospital). The last, most general level measures self-efficacy belief without specifying the activities or the conditions sharing common properties (e.g. self-efficacy of bank officers). Bandura (1997) advises that "the level of generality at which self-efficacy is assessed varies depending on what one seeks to predict and the degree of foreknowledge of the situational demands" (p.67). It means that, before exploring the phenomenon of self-efficacy, knowledge about the context, activities involved and the kind of individuals present determine how specific one can be while assessing self-efficacy in that context. Therefore, it is best suited for a qualitative study on self-efficacy to set the context clearly to achieve optimal validity.

The next section presents a detailed discussion on self-efficacy, its origin, development, sources, and its value in an academic context.

2.2   Self-Efficacy

The concept of self-efficacy beliefs has been explored in a range of disciplines and settings and has received support from a growing body of findings from diverse fields. Bandura (1997)

synthesised these findings and presented the concept of self-efficacy in the context of psychology whereas Pajares and others extended it to the field of education (i.e. Pajares and Miller, 1994; Pajares and Kranzler, 1995; Pajares and Valiante, 1997, 1999, 2001; Zeldin and Pajares, 2000; Pajares *et al.*, 1999, 2001).

Badura's SCT was a reaction to behaviourism. Behaviourism was a prevailing domain in psychology in the 19th century. According to leading behaviourists (e.g. Skinner), behaviours of people and animals should only be determined with what can be observed and not with what takes place in their mind and remains unobserved (Skinner, 1984). Such psychologists believed that behaviour could be described scientifically without involving hypothetical constructs such as thought and beliefs (Baum, 1994). Bandura (1986) challenged the then predominant theory of behaviourism by saying that a theory that denies that thoughts can regulate actions does not lend itself readily to the explanation of complex human behaviour. By this he means that human behaviour is affected by the beliefs that individuals hold about their own capabilities. Contrary to behaviourism, Bandura (1997) introduced the concept of a self-system that enables individuals to exercise a measure of control over their thoughts, feelings, motivations and actions. He believed that human behaviour is the result of the interplay between this self-system and external sources of influence. The discussion led to the formulation of the concept of self-efficacy beliefs. In different situations, people with low self-efficacy put in less effort or give up easily, while people with high levels of self-efficacy exert more effort and tend to persevere (Robbins and Judge, 2007). The self-assurance which people show while facing difficult tasks determine whether they make good or poor use of their capabilities (Bandura, 1997).

Pajares and Schunk (2001) added the element of competence into the debate on self-system and noted that self-efficacy is how an individual perceives his or her competency. As a result, this perception influences an individual's ability to set attainable goals to complete a task. They took the triadic model by Bandura (1986) and explained that an individual's perceptions activate the self-system by providing information regarding past experiences, accomplishments, and failures. Then these experiences are cognitively processed and used by the self-efficacy beliefs system, which in turn affects behaviour and the environment by forming perceptions about the individual's own abilities. Pajares and Schunk (2001) posit that these perceptions become the

motivational drive that accompanies action to fulfil the task at hand. Arguments concerning self-efficacy have established that beliefs about one's abilities affect behaviour in several important ways. In a similar vein, Bandura (2001) claims that self-efficacy beliefs also help determine how much effort people will exert on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. In other words, the higher the sense of self-efficacy, the greater is the effort, persistence, and resilience.

Thus, the more people are self-assured, the better they utilise already existing capabilities and potential. Artino (2012) observes that if people are not sure that they can produce desired results through their actions, they have no incentive to act. So, they need to be encouraged to have positive beliefs about their abilities to perform. While examining the nature of self-efficacy beliefs, Bandura (1997) posited that these beliefs are future-oriented judgments about one's capabilities to act to produce required results in specific situations or contexts. However, these judgements are not necessarily accurate assessments of those capabilities. It should be remembered that a capability is only useful to the extent of its execution. People cannot perform more than what they are capable of. Their self-efficacy determines how well they put in use existing capabilities to perform a task (Bandura, 1997). This distinction between the belief about the ability to perform a task and the actual ability to do so is important because it suggests that if people over-estimate or underestimate their actual abilities, these estimations may have consequences for the courses of action they choose to pursue and the effort they exert in those pursuits. So, self-efficacy beliefs are the estimations that people have about their ability to execute a certain task in a certain context.

To avoid any confusion between the term self-efficacy and terms related to other self-beliefs, researchers have defined these terms in various studies (e.g. Aitken *et al.*, 2001; Park, 2004). Theories which investigate the influence of human thoughts and beliefs on human behaviour are known as cognitive theories (Tai *et al.*, 2012). It is possible to influence students' self-efficacy within HE programmes and there is more than one motivation theory that has used the construct of self-efficacy (Dinther *et al.*, 2011). Nevertheless, the theoretical background of my study is framed around the SCT because:

> …Intervention programmes that were based on SCT were more
> effective in influencing students' self-efficacy [in HE programmes]
> than interventional treatments with underlying theories other than
> SCT. (Dinther *et al*., 2011:105)

Other conceptions of self-belief or self-evaluation (e.g. self-esteem) may be considered global (Maddox, 1995; Bandura, 1997) or more general and less context dependent (Marsh *et al*., 1991). In an academic setting, perceptions like self-concept are considered more dependent upon and influencing achievement in a particular domain (Marsh and Seaton, 2013). On the other hand, self-efficacy is defined and measured in the context of specific behaviours in specific situations (Maddox, 1995). Furthermore, self-efficacy is a predictive construct. Bong (2013) explains that self-efficacy, self-esteem and self-concept are largely formed on the basis of past experiences but only self-efficacy beliefs are particularly concerned with what one believes to achieve in future with existing competence. 'I will do well at mathematics' is a self-efficacy belief whereas 'I am good at mathematics' is a self-concept. It also shows that individuals judge their self-efficacy in relation to the goals and standards they have set for target performance. Moreover, Bong (2013) notes that affective reactions can influence self-efficacy but are not a part of its definition. On the contrary, these reactions are important in global self-esteem, self-worth or academic self-concept. Self-concept is a composite view of oneself that is linked with ideas, feelings, and attitudes about oneself; a type of self-image based on past accomplishments (Woolfolk, 2001) whereas self-efficacy relates to perceived competence to accomplish specific tasks and not to personal or overall assessments of oneself. Bong and Skaalvik (2003) mention the differences between self-efficacy and self-concept as context specificity, as opposed to collective judgment, and conclude that self-efficacy can be seen as providing a foundation for the development of self-concept. Due to the specificity associated with self-efficacy beliefs, it is a much better predictor of behaviour than self-concept (Pajares and Miller, 1994). Thus, self-concept and self-efficacy are two different and unique psychological dimensions. However, Hughes *et al*. (2011) analysed the common component of competence in self-concept and self-efficacy and found a considerable overlap between both constructs.

The concept of self-esteem is a set of beliefs associated with an individual's judgement of self-worth. There is no fixed link between beliefs about one's capabilities (self-efficacy) and whether

one likes or dislikes oneself (Bandura, 1997). It suggests while self-esteem may be strong, self-efficacy for a specific task may be weak (or vice versa). Self-esteem is different from self-efficacy as it is an affective reaction indicating how a person feels about him or herself, whereas self-efficacy involves cognitive assessment of personal capacity to perform a specific task (Zimmerman and Cleary, 2006). Self-esteem is a general feeling of self-worth or self-value, whereas self-efficacy is the belief in one's capacity to succeed in tasks. 'I am liked by my mathematics' teacher' is self-esteem and 'I can get good marks in mathematics' is self-efficacy.

Another construct that has been considered similar to self-efficacy is outcome expectancy (belief that certain actions will lead to particular outcomes). On the other hand, self-efficacy is whether or not individuals believe that they have the ability to execute certain task up to the desired targeted outcome (Bong, 2013). Bandura (1997) forcefully negates any resemblance between the two notions and asserts that self-efficacy is a judgment of one's capability to perform certain action whereas outcome expectancy is a judgment of the likely consequences such performance can produce. Self-efficacy is about ability while outcome expectancy is about the outcome of this ability. For example, teachers may have outcome expectancy that doing a PhD will lead to a better professional standing in academia but some may not have strong self-efficacy that they can successfully accomplish this task to attain the desired achievement.

The term 'collective' has been used with self-esteem and self-efficacy. Collective self-esteem refers to the degree to which individuals evaluate the worth of their social or cultural groups (Rezaei, 2012) whereas collective self-efficacy is associated with the performance capability of an entire social group and refers to a group's perceptions that are concerned with the performance capability of a social system as a whole (Bandura, 1986, 1997). Collective self-efficacy of teachers refers to their perceptions that the efforts of the faculty as a whole will have a positive effect on students (Goddard *et al*., 2000). The scope of my study, however, is limited to academic self-efficacy of individual teachers and students.

Self-efficacy should not be confused with efficiency either. Efficiency is the ratio of outputs produced to inputs committed (King *et al*., 2003). It is the discrepancy between performance and effort (van Gog and Paas, 2008) and in an educational setting, high efficiency results when

performance is high and corresponding effort to attain the performance is low, whereas low efficiency occurs when performance is low and effort is high (Hoffman and Schraw, 2010). Clearly, efficiency differs from the concept of self-efficacy and these two cannot be confused due to their theoretical dissimilarity.

In order to describe how self-efficacy beliefs are developed and influenced, the next section discusses the sources that provide self-efficacy information, interpreted by individuals into producing self-efficacy perceptions.

2.2.1   Sources of Self-Efficacy

The role of self-efficacy beliefs in human behaviour can be explained by exploring the four sources (Bandura, 1977; Goddard *et al.,* 2004) from which these beliefs are developed. Self-efficacy information received from these four sources (mastery, vicarious, social persuasion, affective states) influences self-perception after it is cognitively processed by individuals. During this cognitive process, people judge and combine the contributions of personal and situational factors such as the difficulty of task, the effort they spend, the support received and their failures and successes (Senge, 1994). The resulting interpretations based on people's performance provide information on which their self-efficacy is established (Dinther *et al.,* 2011). Wang *et al*. (2004) found that the effect of combined self-efficacy sources has promising results and such a combination has a high potential for enhancing students' self-efficacy (Dinther *et al.* 2011).

The sources of self-efficacy beliefs are actively constructed by individuals through cognitive processes and reflective thoughts (Bandura, 1986, 1997). The first source is mastery experience which is the interpreted result of purposive performance. Pajares (1996a) adds that individuals gauge the effects of their actions, and their interpretations of these effects help create their self-efficacy beliefs. Success enhances self-efficacy while failure lowers it. He observes, for example, that the students who get high grades in mathematics develop a strong sense of self-efficacy about their mathematical capabilities. It shows that their success in their performance increases their self-efficacy in this specific task. Bong (2013) notes that the effects of failure on personal self-efficacy depend on the strength of individuals' existing self-efficacy beliefs, the timing of

failures in the entire performance experiences and the value of the task for the learner. For example, if a student has received A grade in mathematics throughout, then failing a class test might not decrease his/her self-efficacy in his/her mathematics skills. On the other hand, similar failure might have a very negative effect on the self-efficacy of such student who is constantly having doubts about his/her ability to perform in mathematics.

The next source is vicarious experience which is the experience of the effects produced by the actions, examples and modelling of others. Social comparisons and peer modelling are powerful influences on developing self-perceptions of competence (ability to perform a task). Pajares (1996c) again talks about academic setting and proclaims that when a highly regarded teacher acts as a model of excellence and ability, the students also develop the belief that they can perform the task with the same level of excellence. Peer comparison also plays an important role in providing vicarious experiences. Relying on social comparisons and modelling, vicarious experiences are considered less dependable sources of information about one's own capabilities than is experienced mastery or enactive mastery (first-hand experience) (Rezaei, 2012).

The third source is social persuasion which comes when individuals create and develop self-efficacy beliefs as a result of the social messages they receive from others. Successful persuaders cultivate people's beliefs in their capabilities while at the same time ensure that the imagined success is attainable. Although Pajares (1996b) argued that persuasion is a weaker source of self-efficacy information than mastery or vicarious experience, he accepted that where positive persuasions may work to encourage and empower, negative persuasions may work to defeat and weaken self-beliefs. Verbal persuasion can have a very positive impact on self-efficacy, but only if remaining in realistic bounds. Overly optimistic persuasive comments may discredit the organisation and lower the self-efficacy beliefs of the recipient, particularly in case of failure after the persuasion is received (Artino, 2012).

The fourth and final source of self-efficacy information comes from one's own physiological and emotional feedback during performance. These physiological, biological or affective states such as anxiety, stress, arousal, fatigue, and mood states, provide information about self-efficacy beliefs. Bandura (1977) believed that individuals judge their ability by the emotional state they

experience before facing any task. He claimed that the fear about one's ability to perform a task triggers stress that ultimately ensures insufficient performance that is feared at the first place. As excessive physiological and emotional reaction can have a negative impact on performance, individuals tend to expect success more if they are not overcome by stress than if they are "tense and viscerally agitated" (Artino, 2012:81). Ultimately, information conveyed by physiological reactions is cognitively processed by individuals and can positively or negatively influence self-efficacy beliefs. In the same vein, if a person does not feel physically fit to perform a task, it also affects his/ her self-efficacy related to that particular task. This inability can be caused by stress, illness or injury. This is similar to the push factors (Glogowska *et al.*, 2007) when some illness or injury decreases the self-efficacy of students to such extent that they finally leave the course.

Out of all four sources of self-efficacy, Bandura (1986, 1997) stresses mastery experience as being the most essential. However, teachers do not rely on direct experience as the only source of information about their self-efficacy. In this context, the notion of vicarious experience gains importance. It was noticed that teachers listen to stories told to them about the achievements of their colleagues as well as success stories of other institutions (Huber, 1996). Therefore, vicarious experience and modelling serve as effective ways to develop teachers' self-efficacy. Social persuasion emerged as another means of strengthening teachers' conviction that they have the capabilities to achieve what they seek (Goddard *et al.*, 2000). Talks, workshops, professional development opportunities, and feedback about achievement can move teachers towards desired goals by the institution. Goddard *et al.* (2000) believed that verbal persuasion alone is not a powerful change agent, but joined with models of success and positive direct experience (enactive mastery), it can influence the self-efficacy of teachers.

As this study explores the role of self-efficacy in an educational organisation, the next section examines what previous self-efficacy researchers have found about the importance of these self-efficacy perceptions in an academic setting.

2.2.2   Self-Efficacy in an Academic Context

After Bandura's (1986) criticism of behaviourism, researchers on self-efficacy shifted the focus to the thought process of individuals and their perceptions about their abilities, rather than just observable stimulus and response (e.g. Hoy and Tschannen-Moran, 2002; Bandura, 1997, 2006a, 2006b, Hoy *et al*. 2007). Considering this assertion, in an educational setting, if teachers and learners are highly efficacious about their capabilities, they are likely to put in more effort to achieve their desired objectives, and vice versa. Hoy *et al*. (2007) assume that if self-efficacy of teachers and students is enhanced positively, their effectiveness will increase reciprocally. High self-efficacy beliefs of teachers will motivate students while increasing their self-efficacy. Students, in turn, will show signs of improved learning which will reciprocally increase the self-efficacy of teachers about their ability to teach in the given setting. Bandura (2001) argues that a strong sense of self-efficacy enhances human accomplishment and personal well-being in countless ways. As a result, self-efficacy beliefs become strong determinants and predictors of the level of accomplishment that individuals finally attain. When placed alongside the objectives of education, this view fits very much with the teaching and learning tasks in an educational setting; a strong sense of self-efficacy of both teachers and students may be influential in achieving the desired learning outcome for any set goal.

Bandura (1986) explained that self-efficacy beliefs are formed with reference to certain tasks and situations, e.g., learners might have higher self-efficacy beliefs towards their learning on one course but have low self-efficacy beliefs about another. These beliefs, ultimately, affect academic performance. Research on this interactive relationship between self-efficacy and academic performance applies to diverse subject areas, such as mathematics, computer literacy, writing, in-service teacher training and choice of academic majors (see Pajares, 2002; Hoy, 2004; Dinther *et al*., 2011). Most of these studies are set in a school context, describing how self-efficacy relates to academic outcomes. There are comparatively fewer instances of self-efficacy research in HE (e.g. Lymn, 2009; Bashir and Iqbal, 2010; Dinther *et al*., 2011) as compared to a large body of research on self-efficacy in schools (e.g. Pajares, 2001a, 2001bb, 2002; Goddard *et al*., 2000, 2004). As self-efficacy is assessed with reference to a specific task, it is essential that activities used to assess self-efficacy are at closely linked to the prediction target in terms of

specificity (Pajares, 1996b). Mismatch between activities used to assess self-efficacy and activities used to assess target performance decrease predictive power of self-efficacy. For example, if a teacher wants to know how well students will perform in a test on Newton's second law of motion, he should assess their self-efficacy related to problems in this specific area rather than their self-efficacy in physics in general.

Pajares (2002) identifies three areas that have been the focus of self-efficacy research in academic settings: Researchers in the first area have explored the link among self-efficacy beliefs, and career choices, particularly in science and mathematics (e.g. Pajares and Kranzler, 1995; Pajares, 1996a, 1996b, 1996c). Findings from the second area suggest that the self-efficacy beliefs of teachers are related to their teaching practices and to student outcomes (e.g. Gist and Mitchell, 1992; Loughran and Russel, 1997; Schunk and Ertmer, 1999). In the third area, researchers report that students' academic self-efficacy beliefs are correlated with other motivation constructs (e.g. self-esteem, self-concept, efficiency) and with students' academic performances and achievement (e.g. Giddens, 1991; Huber, 1996; Hughes *et al.*, 2011). However, it is mainly the second area (self-efficacy of teachers) which is of relevance to this thesis as the focus of my self-efficacy research is the teachers' beliefs and their impact on teaching practice and learning in HE. Learner's self-efficacy is discussed as an outcome of teacher's self-efficacy. Pajares (2002) concludes that self-efficacy influences performance of both teachers and learners by influencing effort, persistence, and perseverance, in various contexts. Self-efficacy holds significant power for predicting and explaining academic performance of learners in the context of school (Pajares and Schunk, 2001).

My study is limited to and set in the context of HE and to the effectiveness of teaching and learning. Self-efficacy beliefs of teachers are assumed making them more or less effective and ultimately affecting the self-efficacy of learners. The upcoming sections take the general discussion on self-efficacy in academic context to the self-efficacy perceptions of teachers and learners in an academic setting.

2.3   Teachers' Self-Efficacy

The meaning and measure of teachers' self-efficacy has been the subject of considerable debate among scholars and researchers (e.g. Guskey and Passaro, 1994; Pajares 1996a, 1996b, 1997; Tschannen-Moran *et al.*, 1998; Goddard *et al.*, 2000, 2004; Rezaei, 2012). The construct of teacher self-efficacy has evolved from Rotter's (1966) locus of control theory. This theory reviewed teachers' self-efficacy as the extent to which teachers believed that they could control the outcome (student motivation and performance) of their actions. Teachers who believed that they could influence students' achievement and motivation were seen as assuming that they could control the outcome of their actions and thus had a high level of self-efficacy. Contrary to this controlling behaviouristic approach, Bandura (1977) presented his research based on the cognitive functioning of human beliefs and identified teachers' self-efficacy as an extension of the self-efficacy construct. These beliefs affect how much effort teachers expend, how long they will persist in the face of difficulties, their resilience in dealing with failures, and the stress they experience in coping with demanding situations. Resilience is considered a skill of highly efficacious teachers. Bandura (1997) believes the choices that individuals make are influenced by the strength of their self-efficacy beliefs. When applied to teaching, Bandura (2006b) predicts that the decisions teachers make about their classroom practices are directly influenced by their sense of self-efficacy for teaching. The higher the teachers' sense of self-efficacy about their competence, the more likely they are to overcome obstacles.

Teachers' self-efficacy as a term was first used by Kounin and Gump (1974) in their study of the pupil control ideology of teachers. They defined teachers' self-efficacy as a personal characteristic enabling a teacher to effectively deal with students. Further, teachers' self-efficacy evolved as a positive effect on the percentage of project goals achieved, improved student performance, teaching methods and material improvement (Ions, 1977). It emerged as a belief that a teacher can help even the most unmotivated student. Later, self-efficacy beliefs were associated with an ideal teacher, what s/he might believe in a given context. Work on sources of self-efficacy commenced and the affective state of stress was found to be negatively correlated with teachers' self-efficacy (Pajares, 1996a). That is, the higher the teacher's stress, the lower the teacher's sense of self-efficacy.

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Self-efficacy beliefs of teachers are related to their instructional practices and to various student outcomes. Self-efficacy influences the performance of both teachers and learners by influencing effort, persistence, and perseverance (Pajares, 2002). However, Bandura (1977, 1986) cautions that while self-efficacy is domain-specific, it is also task- and situation-specific (i.e. rules of self-efficacy are related to certain tasks and situations in which they are studied). In order to explore teachers' self-efficacy, one has to keep in mind the context in which teaching is taking place and the teaching task at hand. In this qualitative study, the task is teaching in a Business School in a private university of Pakistan.

Teachers' self-efficacy refers to a teacher's belief in his or her ability to execute courses of action required to successfully complete a specific teaching task in a particular context (Pinto, 2012). Similar to what Pajares and Schunk (2002) posit about self-efficacy that it is the answer to 'can' question about one's ability, self-efficacy of teachers is the answer to their 'can' question about their teaching ability (e.g. Can I teach this class? Can I teach this course?). Bandura (2006b) reports that self-efficacy is not what teachers possess or what they actually execute, but what teachers believe they can do. Teachers with high self-efficacy have positive perceptions about their teaching strategies, expect success from themselves and their students, are innovative in their pedagogical practices, report being more satisfied with their job, manage their classrooms with purpose and control, and invite students to participate in democratic decision making (Landy and Conte, 2004).Pajares (2002) establishes a link between teachers' self-efficacy and effective learning and asserts that teachers with high self-efficacy beliefs create mastery experiences (the most effective positive source of self-efficacy) for their students whereas teachers with low instructional self-efficacy undermine students' judgments of their own capabilities (which results in negative persuasion, lowering learners' self-efficacy). He also believes that teachers' self-efficacy predicts student achievement, and students' achievement beliefs (i.e. students' self-efficacy), across various areas and levels that include HE.

Gibson and Dembo (1985) theorized the two-dimensional concept of teachers' self-efficacy: personal teaching efficacy and teaching self-efficacy. Personal teaching efficacy referred to teachers' beliefs that they have the skills and efficiency to influence student learning (corresponding to Bandura's, 1977, conceptualisation of self-efficacy, applied to teachers in the

teaching and learning context), whereas teaching self-efficacy referred to teachers' beliefs that their ability to perform pedagogical tasks is limited by external factors, such as students' family background, and the environment. Nevertheless, it was revealed that teachers' self-efficacy influences certain teacher behaviours that increase student achievement. Later, this concept was challenged by Boyer (1990) who viewed both (teachers' personal and general self-efficacy) concepts as self-efficacy expectations. If a teacher asks the question, 'Can I overcome this hurdle?' it involves expectancy towards potential to perform, thus is a self-efficacy expectation.

In analysing the teaching task and its context, the relative importance of factors that make teaching difficult were weighed against an assessment of the resources available that facilitate learning (Gist and Mitchell, 1992). Goddard *et al*. (2000) explain how teachers assess their self-perceptions of teaching competence. A teacher reviews two components; personal strengths and weaknesses. Personal capabilities, such as skills, knowledge, strategies, or personality traits, are balanced against personal weaknesses or liabilities in a particular teaching context. The interaction of these two components (personal strengths and weaknesses), as viewed by Gist and Mitchell (1992), leads to judgments about self-efficacy for the teaching task in hand.

Taking the research further, Holloway (1994) again suggested a two dimensional notion of teachers' self-efficacy and emphasised that future research should distinguish between personal and general teaching self-efficacy rather than aggregating them. If examined closely, these dimensions appear to be extensions of SCT where the first dimension (personal teaching efficacy) corresponds to a teacher's sense of personal self-efficacy and the second dimension (teaching self-efficacy/general teaching self-efficacy) relates to a teacher's beliefs about teaching abilities, in general, to execute a specific course of action. Later, external factors were found influencing teachers' self-efficacy (Guskey and Passaro, 1994). A further three dimensional model of teachers' self-efficacy (personal self-efficacy, teaching self-efficacy and outcome self-efficacy) came out as a result of further research in this area (Dearing, 1997).

An important development was Tschannen-Moran *et al*.'s (1998) integral model of teachers' self-efficacy, which was developed after examining multiple dimensions of the teachers' self-efficacy construct. With SCT as the theoretical foundation, their model represented that teachers' self-

efficacy is influenced by four sources of self-efficacy information and the consequences and performances (of students) that follow teachers' self-efficacy beliefs influence new sources of self-efficacy information for teachers (thus a reciprocal effect of self-efficacy mechanism). Also, a teachers' self-efficacy consists of two factors: the teaching task and the teaching competency to perform that task. Tschannen-Moran *et al.* (1998) used the term teachers' self-efficacy in accordance with Bandura's (1977) self-efficacy construct and proposed that it has similar consequences. The inclusion of context in the discussion of teachers' self-efficacy was developed by Bleakley (1999) who argued that teachers' self-efficacy is a one-dimensional construct and all other multi-factor structures are just playing with fancy words. As self-efficacy is context based, so instead of creating any global scale, he asserted the need to develop more context-oriented measures of teachers' self-efficacy.

As a continuation to their theoretical model on teachers' self-efficacy (i.e. analysis of teaching task and teaching competence), Tschannen-Moran and Hoy (2001) found a factor structure for teachers' self-efficacy that was based on three principal teaching tasks (instruction, student engagement, and classroom management). The development of teachers' self-efficacy was based on the cognitive analysis of information related to these three factors (self-efficacy for instruction, self-efficacy for student engagement, and self-efficacy for classroom management), which is principally an analysis of the teaching task. An 18-item context-based teachers' self-efficacy measuring instrument was created by Tschannen-Moran and Hoy (2001) which they named the Teachers' Sense of Self-Efficacy Scale (TSES). The second construct of the model, analysis of personal teaching competency, was not covered in this latest scale. In a recent study, Artino (2012) posits that teacher competency is reflected in the teaching process and practice.

It can be concluded from the literature that teachers' self-efficacy information about the teaching task and teaching competence is gathered through four sources and influences the way teachers perform their teaching tasks, effectively or ineffectively, in a given context. Their high self-efficacy makes them resilient, persistent, focused and a better judge of their skills and knowledge. Such teachers aim high in the teaching process and expect excellence from their students. A detail of several scales developed over the years to measure teachers' self-efficacy also denotes that majority of teachers' self-efficacy studies on HE have been quantitative,

evaluating teachers' self-efficacy and the resultant learning outcomes. This makes the present qualitative research a unique endeavour (see Section 3.3). To continue the discussion on self-efficacy in an academic context, the next section elaborates the self-efficacy beliefs of learners.

2.4 Learners' Self-Efficacy

My study mainly focuses on teachers' self-efficacy beliefs that lead to a discussion on the self-beliefs that the students hold about their capabilities. Self-efficacy beliefs of teachers and students have been established as some of the determinants of educational performance and achievements of learners (Pajares and Usher, 2008). In order to defend the inclusion of students' self-efficacy beliefs in modern academic research interests, Pajares (2002) postulates that the current direction in motivation research is based on a critical assumption that the beliefs that individuals create and develop about themselves are essential forces in their success or failure in all endeavours. Thus the effectiveness of students' learning is, in part, influenced by what they think they are able to achieve, i.e. their self-efficacy beliefs. Hence, he suggests that research on academic motivation and achievement should naturally focus on students' self-efficacy beliefs.

While Reid and Johnstone (1999) identify the scarcity of the research on HE students' perceptions of effective teaching, Mujis (2008) reinforces the view by claiming that academic research on effective teaching based on students' perceptions is more reliable than the one based on teachers' perceptions. Carnell (2001) includes the importance of learning in her discussion on teaching and notes that the words teaching and learning cover a range of meanings, of which learning is the most significant because teaching cannot be understood in isolation as assessment, learning style, environment, content knowledge, all interact in a teaching event. The basic indicator of effective teaching is located at the level of learners, rather than teachers (Fenstermacher and Richardson, 2005). Hence, no discussion of teaching is possible without mentioning learning, and no discussion of teachers' self-efficacy is complete without the inclusion of learners' self-efficacy.

Though competent teaching behaviour is largely understood in terms of developing relevant knowledge, skills and attitudes in learners, research in educational settings is increasingly

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drawing attention to the role students' thoughts and beliefs play in the learning process (Pajares, 2002). Self-efficacy appears significant in student learning, because it affects students' motivation and learning (Schunk and Pajares, 2001; Pajares, 2002; Pinto, 2012). With reference to the connection between internal personal factors and behaviour, self-efficacy affects students' performance and learning behaviour in such aspects as the tasks they choose, their exertion, perseverance, and performances (Schunk *et al*., 2008).

In the 1980s, researchers started to examine the possible situational and instructional factors within educational contexts affecting students' self-efficacy. Initially, almost all studies identified factors of self-efficacy at the level of the course or instructional strategy (e.g. Pajares, 1996 b, 1996c; Bandura, 1997). Koh and Frick (2009) is the only study that examined factors at the level of the teacher-student classroom interaction. My study also takes into account all four sources of students' self-efficacy and the factors involved at the level of student-teacher interaction within and outside the classroom. Ayotola and Adedeji (2009) find a strong relationship between students' self-efficacy and their academic performance. Self-efficacy can make a difference in learners' ways of thinking, feeling, and acting. Students with low self-efficacy are pessimistic about their performance while, in contrast, high self-efficacy facilitates cognitive processes in various contexts including decision making, task choice, effort and persistence. Rezaei (2012) also observes the influence of self-efficacy on learning. During the learning process, self-efficacy influences motivation and cognition by affecting students' task interest, task persistence, the goals they set, the choices they make and their use of learning strategies. Moreover, student's self-efficacy mediates between several determinants of competence (e.g. skill, knowledge, ability, or former achievements) and their following performances. Students interpret their competence and this cognitive interpretation forms their self-efficacy beliefs which influence their actions or behaviour.

Bandura (1997) emphasises that the major goal of formal education should be to equip students with the learning skills, self-efficacy beliefs, and self-motivation needed to educate themselves in various endeavours throughout their life. Pajares (2001a) believes that educational programmes have the possibility to enhance students' self-efficacy, and educational programmes based on SCT proved to be particularly successful in this regard. Artino (2012) undertook a meta-analysis

of more than 100 empirical studies conducted over the last 20 years and found that of nine commonly researched psychosocial constructs, academic self-efficacy was the strongest single predictor of HE students' academic achievement and performance. This suggests that finding ways to encourage students' academic self-efficacy is a worthwhile goal for any educator.

Considering the importance of self-efficacy for academic performance, Dinther *et al.* (2011) posit that the self-efficacy of students can be affected positively. Educational institutions could actively enhance the self-efficacy of students by providing a programme that provides students with authentic tasks, requiring them to apply more frequently knowledge and skills within diverse situations. Through such practice, students would get enactive mastery experience, the most prominent source of self-efficacy. Moreover, the classroom should be an environment conducive to student learning. Through the reciprocal model (see page30) we know that that environmental factors influence the behaviour and cognitive process of individuals. Of course, a rigorous approach and application of frequent self-reflection and self- and peer assessment could add to the self-efficacy of learners through positive social persuasion and self-perceptions (Van Gennip *et al.*, 2009). In addition, performing tasks that entail constructive conflicts or controversy within teams of students would seem to be a promising path to follow (Decuyper *et al.*, 2010). In this way, students will learn vicariously while also having enactive mastery.

Mastery experiences are stated as the most powerful source of creating a strong sense of self-efficacy. With regard to this source, the majority of research related to students' self-efficacy stresses the relevance of providing students with practical experiences, i.e. students performing a task while applying knowledge and skills within demanding situations. For example, Niemeyer (2003) investigated the relative contribution of simulations and case studies for enhancing students' self-efficacy in a strategic management course for determining which teaching method provides a more authentic mastery experience. The case study method required students to offer a solution or recommendation for given problems, whereas a course based on a total simulation required students to generate multiple, successive decisions for an on-going company. The use of simulations resulted in significantly higher improvements in self-efficacy than the use of passive case studies. This is because in total simulation, students were made to face real life situations and they were required to think, make decisions and act. This active process of thinking and

doing provided them with practical experience of enactive mastery source that improved their self-efficacy about handling real life management tasks.

In another study on students of information technology, Papastergiou (2010) observed that HE students considered hands-on activities for developing information and computer technology (ICT) skills indispensable for their learning. These activities influenced their ICT self-efficacy by providing them first hand mastery over key IT skills. It indicates that effective teachers should try to provide maximum mastery experiences to learners to improve their self-efficacy about their learning abilities. Although Schunk and Ertmer (1999) have mentioned that opportunity for frequent self-evaluation significantly impact learners' self-efficacy, the above examples suggest that it is not the self-evaluation opportunity itself but students' perception of progress that is responsible for the improvement in self-efficacy.

According to Koh and Frick (2009), HE students found teacher's explanation, a relaxed learning environment, clear learning goals and having appropriate learning resources useful for raising their self-efficacy. Teachers guide and motivate students to focus and persist, and encourage positive emotional arousal (leading to positive affective state). When students are able to accomplish tasks, they also clarify learning goals and establishing clear learning goals appears to be associated with students' self-efficacy. Considering the role of self-efficacy in relation to students' achievements, motivation and learning, it seems important for HEIs to focus not only on students' development of competencies but also on the development of their self-efficacy about their competencies. Although it is not clear which specific course characteristics enhance students' self-efficacy, Abbitt and Klett (2007) suggested that a course design that focuses more broadly on topics relating to the integration of technology into teaching practice is more likely to impact learners' self-efficacy than a course that focuses primarily on developing specific computer technology skills.

Taking into account the influence of various experiences on learners' self-efficacy, Adams (2004) investigated the influence of observing a seminar performance of a fellow student to that of a senior academic, on postgraduate students' self-efficacy for seminar presentations. Students observing a fellow student showed significantly greater increase in self-efficacy than students

observing the expert performance. This is because imitating a fellow student seems more achievable and doable than copying an expert. Teachers need to know that not all models are equally effective (Artino, 2012). In general, academic models have a greater influence on learners' self-efficacy when these learners are perceived as competent, similar, and enthusiastic. With these traits in mind, teachers can better enhance learners' self-efficacy by choosing peer models who display skills correctly (competence) with equal competence (similarity) and enthusiasm. This also holds true for teachers who, themselves, can be informative models (Artino, 2012). Wang *et al.* (2004) investigated the effects of vicarious learning experiences (observing positive role models successfully accomplish a task) and goal setting (addressing a specific goal regarding a particular learning issue) on students' self-efficacy for integrating technology into the classroom. Results demonstrated significant effects of vicarious experiences and goal setting on students. The most powerful effect was found when vicarious experiences were combined with goal setting. Moreover, goal setting combined with self-reflection can provide students with the opportunity for clear perceptions of the learning progress, which can lead to a mastery experience.

Social persuasion as the third self-efficacy source is also often argued as relevant for students' self-efficacy. Schunk *et al.* (2008) caution that attempting to construct positive self-efficacy beliefs through academic programmes that stress verbal persuasion is unlikely to be successful. However, they examined verbal persuasion by focusing on feedback on students' performance and found some evidence of the success of feedback as a motivating factor on learning. Nevertheless, not all feedback leads to performance improvement (Gielen *et al*., 2010) and there is a need to describe the type of feedback, circumstances in which feedback is provided, and the effects of different types of feedback on students' self-efficacy (Dinther *et al.,* 2011). In any case, a teacher should always provide honest and explicit feedback to increase students' self-efficacy beliefs (Artino, 2012). Such feedback, in the form of verbal persuasion and rewards, provides self-efficacy information to learners and encourages their effort toward goal attainment (Hattie and Timperley, 2007; van de Ridder *et al*., 2008). Praising students continuously can be damaging however because students do not get useful feedback on the development of their actual knowledge and skills. Without explicit constructive feedback on the growth of their knowledge and skills, students will have a difficult time trying to change or amend their

behaviour. For example, praising students for performing a task, regardless of how well they perform, can make them think they are good at a task when really they are not (Schunk *et al*., 2008). One of the primary purposes of feedback is to help students enhance their self-efficacy beliefs by correctly evaluating their successes and failures. In doing do, students are encouraged to direct their attention back to specifics of the task at hand. Moreover, by developing their self-efficacy beliefs, students learn to invest more effort and commitment to the current task and future attempts (Hattie and Timperley, 2007).

While exploring the self-efficacy beliefs of students who withdraw from a course and students who remain, Christie *et al*., (2004) discovered that persistent students were motivated with a sense of purpose whereas those who gave up expressed the feeling that they were not really known by their teachers. A support network and a sense of belonging are crucial for students to persevere in their studies. It appears that the right word at the right time from a lecturer or tutor could make all the difference in keeping students on the course and giving them a renewed wish to succeed. This indicates how verbal persuasion from teachers leads to higher self-efficacy beliefs of students. Christie *et al*. (2004) also claimed that opportunities for working in groups in which learners can share problems, ask questions and reflect on their learning should be encouraged as it facilitates informal support and a greater sense of identity and belonging because this practice nurtures mastery and vicarious experience at a very comfortable level.

Learners' low self-efficacy sometimes forces them to leave a course altogether. Six push factors (that force students to leave a course) include challenges of academic work, the burden of other demands (employment, family etc), financial strain, lack of support (family, friends, peers), negative early experiences and illness/injury (Glogowska *et al*., 2007). These factors accumulate and interact to increase pressure on students. It can be observed that all these push factors foster low self-efficacy beliefs as they create negative environmental factors (financial stress, lack of support, academic challenges), negative physiological index (illness) and discouraging personal past experiences. The learner assesses all these factors and loses any hope about being able to complete the course. This low self-efficacy results in dropout. Thus, it is essential to keep learners' level of self-efficacy high to gain and retain maximum learning outcomes because high self-efficacy beliefs make an individual more resilient in difficult situations and provide a

stronger sense of purpose (Bandura, 1986). Whereas, pull factors (that help students to stay) include determination, commitment to chosen profession (single minded focus), informal support (student groups, parents, and friends) and formal support (teachers). Glogowska *et al.* (2007) observe that these factors are interrelated. Noticeably, this enhances the learner's belief about his/her ability to finish the course because of encouraging environment and positive internal factors.

Christie *et al.* (2004) also highlight a spectrum of financial, social and institutional difficulties experienced by students who withdraw and those who remain. It appears that the differences between confident and diffident students lie in the extent to which students are motivated, committed and have a strong sense of purpose. Highly motivated and focused students are found to have higher self-efficacy beliefs. This also suggests that to increase course retention, an increase in students' self-efficacy beliefs can be helpful. Pajares (2002) commented that students whose perceptions of their capabilities are high often go on to challenge themselves, persevere in the face of difficulties, and expend greater effort, resulting in more successful experiences resulting in even higher self-efficacy. In comparison, learners with low self-efficacy often resign early in the face of difficulty, or avoid the subject altogether to maintain their self-worth. Thus, a challenge to teachers is to adopt such instructional techniques that not only make content more understandable, but also increase the possibility that learners will perceive their capabilities to be sufficient to understand the content. Pajares (2002) predicts that if the pedagogical design positively affects learners' mastery experience, vicarious learning, and affective information, it can be an effective strategy for raising the learners' level of self-efficacy. This notion is the principal motivator behind my research design.

The entire discussion on learners' self-efficacy can be summed up by stating that if the instructional design of a course or programme sufficiently provides effective mastery experience, vicarious modelling, persuasive information and encouraging physiological states, it can be an effective strategy for raising the learners' level of self-efficacy. One major theme that emerges during this discussion is the role of the instructor or teacher who is behind the learning process. It is the teacher who is responsible for creating the learning environment and executing pedagogic techniques that result in an increase in learners' self-efficacy. Students' self-efficacy levels

largely depend upon teaching practice and it is essential that teachers are effective enough to understand this expectation from their teaching practice. To understand the link between effective teaching and effective learning, the next section discusses the concept of effective teaching and its relation to teachers' self-efficacy in detail.

2.5 Effective Teaching

Effective HE teaching is a "contested concept" (Skelton, 2004:452) with varying definitions. Several attempts have been made to identify the characteristics of effective HE teachers, using a variety of theoretical approaches, from qualitative and quantitative perspectives, from various disciplinary point of views (McMillan, 2007) and from students' perspectives (Vulcano, 2007), but there is no unanimous definition of effective university teaching (Trigwell, 2001; Paulsen, 2002). From the 1970s to 1980s, the research on effective teaching (especially in schools) highlighted many interesting facets of teaching practice; the relationship between the effective management of academic time and higher student achievement (Stallings *et al.,* 1978), and the relationships between the teacher's class control, organisation feedback, effective questioning, and student achievement (Soar and Soar, 1979, Clark *et al.*, 1979; Bennett *et al.*, 1981; Smith and Land, 1981; Wragg, 1984). Doyle (1986) established a guideline of direct instruction to be followed by teachers to improve learners' achievement. This notion of structured teaching described effective teaching as an explicit, step-wise instruction, stressing student learning and cognitive achievement. Brophy and Good (1986) presented a product process model to establish a correlation between certain teaching behaviours (process) and student achievement (product). This model considered content coverage, time allocated to instruction, consistent success and active teaching to be the effective teaching tactics most associated with student achievement. So far, the focus of effective teaching studies was the teacher's personality and attitude (see for example Borich, 1988) which was later rejected as being a poor indicator of actual classroom effectiveness (cited in Harris, 1998).

The ability to mould one's teaching skills to closely align with students' learning needs is developed and enhanced through a better understanding of the participants in the teaching and learning environment. Loughran and Russel (1997) believed this understanding is based on

developing relationships with students on a personal basis both as individuals and as a group. Relationships within the teaching and learning environment are also influenced by the extent to which learners' independence is acknowledged and respected. It suggests that learners' self-efficacy can thrive in this setting as they get the freedom to attain mastery experience while closeness to the teacher can result in persuasion to learn. Thus, a teacher can foster such relationships that encourage learning while improving learners' self-efficacy.

In later years, effective teaching emerged as the focused creation of situations from which motivational learners are bound to learn or develop (Cowan, 1999). In later research, learning was found to be the most significant factor in the teaching/learning process (Carnell, 2001). Teaching cannot be understood in isolation as assessment, learning style, environment, content knowledge, and the rest, all interact in the teaching process (Pajares, 2002). The challenge for effective teachers is to get the learner to believe in his/her personal capabilities to successfully perform a designated task, to provide environmental conditions such as instructional strategies and appropriate technology that provide maximum mastery experience to the learner (Bandura, 2001). As HE is considered important for the economic growth of individuals, it suggests that if learners feel capable enough of utilising the acquired knowledge to establish financially, the teaching is effective.

According to Witcher *et al.* (2001), students' perception of effective teachers in HE appeared to have six dimensions: academic qualifications and scholarship, preparedness and subject knowledge, behaviour and personal style, relationship with students, motivation and enthusiasm, and classroom operation. Students prefer teachers who have a sense of humour, are excited about the material, are entertaining, have a caring attitude, use a variety of teaching techniques, communicate well, are not arrogant, are approachable, and make students feel intelligent (Levy and Peters, 2002). Similarly, six key principles of effective teaching were identified in Ramsden's (2003) model of effective teaching: interest and explanation, concern for students' learning, appropriate assessment and feedback, clear goals and intellectual challenge, independence and control, and learning from students. It can be assumed that all these qualities of effective teachers are actually signalling towards their high self-efficacy beliefs as shown through their motivation, enthusiasm, subject knowledge and qualification. This high self-

efficacy of teachers translates into effective teaching strategies that improve the self-efficacy of learners because such teachers make learners feel intelligent through effective communication. Finally, high self-efficacy of learners results in effective learning.

Nevertheless, such teaching is considered effective if it involves the students and produces desired learning outcomes. Teaching is a multidimensional activity which is a complex act (Dees *et al*., 2007). The real objective of teaching is enhancing student attainment through their engagement in the learning process. In modern education economies (Vinokurov and Bratishchenko, 2011; Suspitsyna, 2012), if HE teaching provides students with the required skills and knowledge essential for the job market the teaching can be considered effective. Teachers' expertise determines teachers' practice that directly influences learners. This expertise refers to teaching judgements and decisions made at all stages of teaching (Desforges, 2002). Despite its complex nature, there is a degree of consensus about the features of effective teaching. Effective teaching has been examined and analysed in light of students' perception (Erwin, 2003; Ashby, 2007), teacher behaviour (Kottler *et al.*, 2004), HE (Allan and Clarke, 2007; Carnell, 2007), what teachers are seen to do in the classroom (Good and Brophy, 2002; Brown, 2005) and teachers' perceptions (Haycock, 2003).

One of the aims of my study is to explore the concept of effective teaching in the context of HE while considering the perceptions of both teachers and students. Though there is no commonly agreed definition of effective teaching in HE, each description contains that both personal characteristics and teaching skills combine to create effective teachers. Personal qualities entail enthusiasm, being approachable, open mindedness, imagination and sense of humour. Teaching skills contain mastery of subject matter, organisation, creativity and ability to clarify difficult ideas, motivate students, elicit questions and quote relevant everyday examples (Liu, 2003). It can be observed from Liu's (2003) findings that effective teachers actually enhance learners' self-efficacy by providing an environment which is conducive to learning through motivation. At the same time, high self-efficacy of effective teachers is also obvious through their enthusiasm towards their profession. It means they perceive themselves capable enough for the teaching task. Thus it can be assumed that effective teachers have high self-efficacy beliefs and they enhance the self-efficacy of their students as well. Research (e.g. Pajares and Graham, 1999; Hoy

and Miskel, 2001; Rezaei, 2012) has already established a close link between teachers' self-efficacy and being an effective teacher where the former emerges as an influencing factor on the latter.

According to Tam *et al*. (2009), students have identified out two broad categories of effective teaching in HE: teacher quality and teaching approaches. Teacher quality is a teacher's personality traits that help to build a strong rapport with students, the knowledge about subject content, curriculum, and instruction. Teaching approaches refer to a teacher's ability to conduct effective instructional delivery and assess students' performance. It suggests that HE students perceive teachers as effective if they are knowledgeable, can connect to students beyond textbooks and can employ more student centred teaching approaches. It also shows that effective teachers not only have the knowledge about the teaching task but also possess the competence to perform the task. In order to be able to deliver the task up to the expectations of the learners, teachers should have strong self-efficacy perceptions about their ability to perform, and this perception will make them effective. Tam *et al*. (2009) found that least effective teachers, according to students, focus more on research than on teaching and do not develop instructional competence. They are difficult to talk to and employ an authoritative teaching delivery mode to teach content mostly just for examination.

It has been observed that effective teaching requires teacher commitment, and for this purpose, teachers need the feeling that their work is respected, valued and appreciated in a professional community (Carnell, 2007). This feeling (through social persuasion) fosters strong self-efficacy beliefs of teachers regarding their ability to teach effectively. Discussion on effective teaching was extended by adding environment, classroom management, climate, pedagogical content knowledge, expectations from students, enthusiasm, speed, and feedback into the qualities of an effective teacher (Ashby, 2007). The term 'quality teaching' was used to describe effective teaching (Dees *et al*., 2007) where teachers have a sense of artistry; a manifestation of skills (e.g. creativity) to create conditions for effective teaching. This demonstrates how effective teachers require an increase in their self-efficacy in order to remain effective. Interestingly, this increase comes from feedback on their work. Following the reciprocal mechanism of self-efficacy, effective teachers increase the self-efficacy of their students who, after experiencing effective

learning, provide positive feedback to their teachers. This feedback increases the self-efficacy of the teachers and they become even more effective.

Teaching is also named as 'artistry' - a highly creative activity involving 'thinking-in-the-moment' mentality that is sensitive to the processes that occur within the classroom and the reflective ability upon practice (Dees *et al*., 2007). In fact, this approach closely resembles mastery experience; the more a teacher experiences this artistry, the more he or she becomes efficacious about the required abilities that are requisite of an effective teacher (Tam *et al*., 2009). The entire discussion on 'effective' teaching, 'quality' teaching, or teaching 'artistry', converges on one aspect of teaching – skill or capability (teacher behaviour). Teaching is a complicated art that requires certain skills and tactics (Dees *et al*., 2007). Effective teaching requires specific skills and behaviours to fulfil the goals it is aiming to achieve. Skills like reflection, enquiry and continuous professional development and growth are essentials of effective teaching.

Talking about teaching skills in HE, reflection is considered as one of the prominent qualities of effective teachers. The relationship between teacher reflection and mastery experience has been established in research (Chang *et al*., 2011). It means that teachers, after getting first-hand experience (mastery) of teaching, reflect upon their practice, cognitively process their strengths and weaknesses, and try to improve themselves in future practice with a belief in their ability that they can do better. Owing to its importance in the teaching process, teacher reflection has become a common approach to studying the nature of the art of pedagogy (e.g Douglas and Gifford, 2001; Zeichner and Noffke, 2001; Bolton, 2001; Moyles, 2002). In HE, teacher reflection has been explored within the context of teaching in a university setting (see Richlin, 2001; McAlpine *et al*., 2004; Kreber, 2005; Lyons, 2006). Effective teachers reflect on their work before, during, and after the experience to explore the aspects that are meaningful and transformative. Reflection on students' feedback is an essential component of effective teaching in HE (Liu, 2003). When this reflective process is done well, it heightens the experience for both teachers and students (Bundy, 2003; Fenner, 2003), becomes a source (i.e. mastery experience) that results in improved self-efficacy of teachers and then of learners (Eisner, 2006). Thus, this assumption is significant while connecting self-efficacy with effective teaching as both are

considered to be reciprocal. Similarly, effective teaching and students' self-efficacy are also reciprocal as when one improves, so does the other.

Interestingly, as reflection is interpretive in nature, it is regarded as a difficult process to understand (Ward and McCotter, 2004). The notion of teacher reflection was initially opposed by some researchers (e.g. Rogers, 2001; Rodgers, 2002) as they argued that teachers' reflection in HE often lacks intellectual rigor and refined analysis. To continue with the debate, Dees *et al*. (2007) presented a teaching-learning model proposing a framework for reflection. This model allows for a critical examination of teaching in HE that is systematic and sophisticated for understanding both teaching and reflection.

A critical analysis of the literature on effective teaching signifies that the real goal of effective teaching is effective learning. Though there has been a scarcity of research on HE students' perception of effective teaching (for example, Reid and Johnstone, 1999; Rezaei, 2012), the primary indicator of effective teaching is located at the level of students, not at teachers' level (Fenstermacher and Richardson, 2005). That is why research on effective teaching based on students' perception is more reliable than the one based on teachers' perceptions (Pajares and Usher, 2008).

Recent studies focus more on students' views about effective teaching and note that students consider those teachers to be effective who create an equal and respectful relationship with students (Tam *et al*., 2009; Devlin and Samarawickremam, 2010). Interestingly, teachers believe that students want them to be controlling and entertaining at the same time (Bartram and Bailey, 2009). As the entire objective of teaching is student learning, new models of instruction are needed in HE to enable learners to develop critical thinking skills that will facilitate their ability to communicate, collaborate, reflect, and compromise (Stefl-Mabry, 2005). Learning should mean actively constructing knowledge and skills on the basis of prior knowledge, set in context with opportunities for social interactions (Segers and Dochy, 2001). This is mastery of a teacher to provide such an environment to learners where such learning happens.

A link between effective teaching and teachers' self-efficacy has been discussed, but an emerging theme from the literature on effective teaching is how effective teacher, with high self-efficacy improve the self-efficacy of their learners and how learners, after experiencing effective learning, improve the self-efficacy of their teachers. To explain this reciprocal mechanism of self-efficacy, Bandura's (1986) triadic model of the reciprocal nature of self-efficacy can be adapted (fig. 2.2).

Teacher student relationship, feedback from students, organisation, colleagues, demand of job market, learners' strength in class

E

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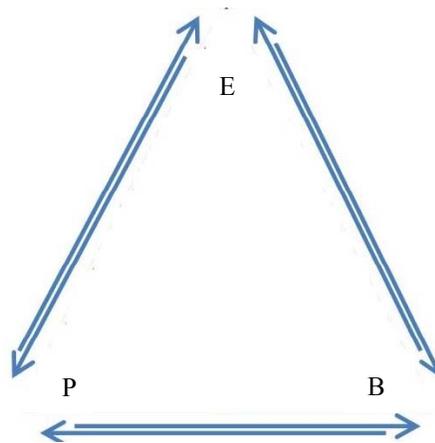
Previous knowledge and experience, vicarious, mastery, affective and persuasive experiences, cognitive assessment, reflection, passion

Show enthusiasm, attitude towards learners, goal setting, lesson planning, research, teaching strategies, feedback to students, assessment

(Fig. 2.2 Reciprocal factors influencing academic self-efficacy of teachers)

The model explains how students become a part of teachers' environment and their feedback and their relationship with teachers act as environmental factors. These factors influence the personal factors which are then cognitively assessed by the teachers. If the environmental factors provide positive information, the teachers might develop high perceptions about their ability to teach the

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given content in this particular context. This cognition, or self-efficacy perception, may affect the future behaviour or response of the teachers. If this behaviour is effective, it is likely to affect the learners positively again, and thus this reciprocal cycle continues. The next section describes the notion of effective learning and the role of a teacher in an effective learning process.

2.6   Effective Learning

If effective learning is considered a result of effective teaching, a study on self-efficacy of teachers and effective teaching is incomplete without the inclusion of self-efficacy of learners and effective learning, to describe teaching effectiveness. The definition of a learner contains learning styles, student expectations, motivation, and meta-cognition (Dunn and Griggs, 2000). Research shows that students bring with them a set of styles, abilities, expectations, and attitudes that affect how teaching proceeds (Phillips and Soltis, 1998; May, 2000; Hativa, 2000; Zull, 2002). I have experienced it myself that what works in a class in the morning can lead to a pedagogical disaster in a session on the same topic in the afternoon. A different set of students may react completely differently to the most carefully laid plans. So, the concept of an environment where learning is effective becomes essential to the teaching process. Being a teacher, it is my regular observation that average-ability students are sometimes known to do poorly in specific subject areas while performing up to the required standard in others. This phenomenon, no doubt, reflects the multivariate nature of learning. Bandura (2001) suggests taking into account the idiosyncratic nature of diverse learners. When capable learners do not perform up to their potential despite positive environmental conditions, teachers must give more attention to the self-regulatory processes within individuals that encourage or discourage performance (Bandura, 2001). Self-efficacy is one such important factor that resides within the learner and results in changes in academic performance. Thus effective learning can be achieved through boosting self-efficacy of learners by effective teachers.

Watkins *et al*. (2002) notice that when teachers are asked to give an example of effective teaching, all tend to focus on students' learning. Moreover, all teachers link effective teaching and student learning and focus on learners and what they are doing rather than the teacher and what s/he is doing. It suggests that not only effective learning is the final product of effective

teaching, but also no study on effective teaching can focus solely on teachers or teaching and claim to be valid.

Pajares (2002) stated that teachers' self-efficacy beliefs affect their instructional activities and perception about the educational process. Students dislike such teachers who are disorganized during class proceedings and who do not have clear course goals. Other teaching habits that bothered students include talking too fast, speaking in a monotone voice rather than using changing voice patterns, and degrading or talking to students in an arrogant manner (Miley and Gonsalves, 2003). Teachers with a low sense of self-efficacy tend to hold an inflexible and stern approach that takes a pessimistic view of students' motivation, emphasise firm control of the classroom environment, and rely on negative reinforcement or criticism to get students to study. Their attitude or behaviour decreases the self-efficacy beliefs of students towards their learning ability. As a result, they become less responsive and sullen (Pajares, 2002). This reaction of the students becomes an environmental factor that is then cognitively processed by the teacher who becomes even less sure about the productivity of the on-going teaching process and his/her behaviour in class becomes even more pessimistic. Thus, this reciprocal mechanism of self-efficacy results in poor teaching and, ultimately, poor learning. It all happens because such teachers are not efficacious about their abilities so they, in turn, develop the same pessimistic approach towards the abilities of their students. To be successful in the mission of effective learning, teachers need to come down from the power position and facilitate the learners in their independent learning (Bain, 2004).

Allan and Clarke (2007) critically analyse the literature on learning and conclude that the nature and range of learning skills to promote independent learning is the main focus of research on learning in the1980s and 1990s. These skills were called study skills, transferable skills, key skills and personal skills. The autonomy of learners for development and empowerment is essential (Brown, 2005). This freedom is important for gaining genuine experience through enactive mastery, vicarious modelling and social persuasion to enhance the self-efficacy of learners that is paramount to effective learning. This view highlights the importance of developing strong self-efficacy beliefs of students in HE for their effective learning; the self-perception that will stay with them even outside the walls of the institution.

The when and the how of learning are critical for its effectiveness and improvement (Mortimore and MacBeath, 1994; MacBeath and Mortimore, 2001). They believe that becoming an independent learner is a requisite for success in HE. They also promote the learning of reflective strategies to make students independent knowledge seekers and later knowledge managers. As established earlier, reflective practice is a part of mastery experience. Thus, promoting reflective skills in students at all learning levels results in higher self-efficacy beliefs, pronouncing learning as effective learning. Biggs (2003) describes three levels of skills that are required for students to become independent learners: Generic skills include time-management, prioritizing, taking notes and developing effective presentation skills. Study skills relate to specific content acquisition; the strategies to solve problems, learn from experience, learn independently of a lecturer, self-evaluate and self-monitor. Meta-cognitive skills include developing the capability to learn from both peer feedback and self-assessment. It can be seen that the first two skills (generic and study skills) amplify mastery experience as these are giving first-hand experience to learners. The last one (meta-cognitive) also creates social persuasion because it involves learning through peer feedback. Another important skill for student achievement is critical thinking that comes at that point when students become the masters of their educational process and engage in reasoning that leads to deeper understanding (Bain, 2004). Similar to any other skill, it is the duty of teachers to create a critical learning environment where students find themselves involved in a setting facilitating critical thinking.

Employers expect today's students to have the capability to analyse and evaluate information that may be used to solve everyday problems (Gruenbaum, 2012) so HE students must be taught the skills needed to be successful to complete the tasks assigned to them in their future jobs (Hammond, 2008). Some HE students struggle with the skills (e.g. reading, writing, research) required for experiencing success within university and society (Bettinger and Long, 2009) and an effective teacher must be aware of these issues (O'Sullivan and Dallas, 2010; Thiede *et al*., 2010; Yang, 2010). An effective HE teacher is aware of not only the skills needed by the learners, but also the modern context regarding the job market and demands of the employers (Vacca *et al*., 2011). Such an effective teacher will craft learning activities that allow modelling,

instruction, and peer interaction (Boatman and Long, 2010). Engaging students in activities that emphasize appropriate learning skills can boost effective learning (Gruenbaum, 2010).

In modern HEIs, the emphasis on increasing teachers' skill development is reciprocal with the developing demand of learners (Cotterell, 2001). As learning gets challenging, so does the responsibility of the teachers. Dondi and Moretti (2007:519) aptly note:

> Teachers are facing greater change in their job/profession as a result of the increasing complexity and demands from society, as well as of the emerging needs of students' and their different attitudes towards learning and knowledge acquisition as a whole.

Allan and Clarke (2007) point out that effective teaching is less about teachers having high expectations from their learners and more about providing a supportive environment for effective learning, having effective interaction with students, scaffolding learning, and providing clear explanations. A helpful environment (a space where teaching/learning process takes place) is important for learning and teachers play a principal role in creating such an environment (Bartlett, 2003). Again, if teachers are providing a supportive environment, the perceptions of students about their ability to learn improves, they put more effort in achieving the desired learning goals and effective learning occurs as a result of the efforts by effective teachers. A supportive environment is created while considering the skill-oriented outcomes which students are expected to achieve, learning activities which result in these outcomes, who students learn with, and where they learn best (Allan and Clarke, 2007). In a further study, Allan and Clarke (2008) identify four domains within effective teaching: providing a supportive learning environment; having high expectations, scaffolding learning, and providing clear explanations. They point out that effectiveness is less to do with high expectations of university teachers and more to do with how these teachers provide a supportive environment "to scaffold learning effectively and promote effective interaction with their students" (p. 442). An environment conducive to learning is one in which students focus their attention at the beginning of class, feel at ease (affective state), are safe, are unafraid of making mistakes (mastery), receive periodic feedback in the form of polite language (persuasion), and are encouraged to be active participants in class discussions as well as engaging in reflection on their work (mastery and vicarious) (Altstaedter, 2007). Geyer and Greimel-Fuhrmann (2003) observes that poor teachers

read aloud from the textbook, cannot adapt their teaching and their explanations to the students' level and are usually so strict that students fear them. Making fun of students is considered the worst trait of a poor teacher because it makes students feel uncomfortable and embarrassed. As is obvious from these findings, poor teachers do not encourage the development of an environment conducive to learning where students can experience enough mastery or vicarious learning or receive persuasion from teachers and experience positive physiological states. As a result, learners' self-efficacy does not thrive and such teachers are rated poor and ineffective.

A critical analysis of the necessity of a positive learning environment suggests that a learning environment provides ample opportunity for self-perceptions of learners to build upon all four sources of self-efficacy. Dees *et al*. (2007) talk about the social learning environment that includes the size of the class, its composition, and the relationships among students and between the students and the teacher. The components of the social environment are closely linked to vicarious experience (relationship among students), social persuasion (student/teacher relationship), and even affective states of the learners because learners socialize with their teachers and peers, and thus invite peer examples (vicarious), comments from others (persuasion) and experience excitement, anxiety, enthusiasm and stress (affective states).

The link between the environmental factors and how they provide sources for learners' self-efficacy can be demonstrated through the reciprocal model (fig. 2.3).

The model shows that most of learners' environmental factors are dependent upon teachers, and teachers are responsible for creating a positive learning environment where learners can have a positive experience about learning. These environmental factors provide information for learners' self-efficacy through the mastery and vicarious experiences, social persuasion and affective states which are assessed by learners and produce resultant learning behaviour or action. If students achieve positive perceptions about their ability to learn, they develop enthusiasm toward the learning process and their learning also becomes effective. Included in learners' behaviour is feedback to teachers that affects teachers' self-efficacy, thus the reciprocal cycle of self-efficacy carries on.

Teacher-student relationship, teaching
practice, learning context, organisation, job
demands, peers

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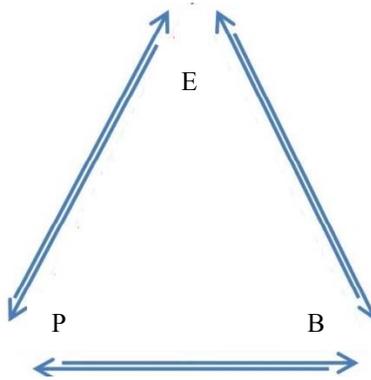
Analysing self-efficacy information provided
by all four sources during teaching process,
past learning experience, feeling of safety

Attitude towards learning, show
motivation and enthusiasm, goal setting,
performance, feedback to teachers

(Fig. 2.3 Reciprocal factors influencing academic self-efficacy of learners)

It can be deduced from the above discussion on effective learning that it is actually effective teaching that supports students learning. Teachers should have knowledge about how students perceive effective teaching so they can facilitate learning because improving the status of teaching can result in improved learning (Carnell, 2009). As there is no other single measure of teaching performance that is as potentially valid as evaluation from learners, so university students provide the best resource on understanding university teachers' behaviour as they spend much time with them, and university students should be taken as reflective learners who contribute to ideas about effective teaching and learning (Tam *et al*., 2009). At the same time, teachers should also know how students perceive effective teaching in order to facilitate learning. Furthermore, for effective learning in HE, importance should be given to including professional and industrial experience into curricula to prepare students for employment by combining the

theoretical knowledge and practical experiences, and ensuring that graduates are prepared to join the workforce (Devlin and Samarawickremam, 2010).

Establishing a concept of effective teaching and learning in HE, particularly in this study, is of paramount significance as the entire study moves around this pivot. Teaching and learning in HE has evolved in the modern era and much research has been done on these areas. The upcoming section throws light on teaching and learning in a specific HE context.

2.7   Effective Teaching and Learning in HE

Much attention is being given to the quality of teaching and learning at university level across the world (Devlin, 2007) and there is increasing pressure on universities to ensure effective teaching. University teaching is a scholarly activity that demands extensive professional skills and practices and high levels of disciplinary and other contextual expertise (Devlin and Samarawickremam, 2010). Having a clear understanding of what it means to be an effective university teacher creates the basis of quality. Nevertheless, a constant definition of effective teaching may not be possible because teaching effectiveness depends on variables like type of subject, class size, student ability and assessment practices, among other contextual factors. All university teaching takes place in a context that varies between departments, faculties and institutions, with consequential influence on what can be understood as effective teaching (Young and Shaw, 1999). While departments, faculty and institutions have specific contextual impact on teachers, teaching, students and learning, so do other more complex societal, political, economic and technological factors specifically connected to HE, such as changes to funding arrangements for HE or changing student expectations (Scott *et al*., 2008). An effective teacher is aware of these factors and their eventual impact.

So far, effective teaching has been broadly understood as teaching that is oriented to and focused on students and their learning. Two broadly accepted components of effective university teaching are particular teaching skills and practices (Penny, 2003) and that these must meet the requirements of the context in which they occur (Devlin and Samarawickremam, 2010). The addition of context relates the notion of effective teaching to self-efficacy. As teachers'

effectiveness is likely to vary in various contexts, so are their self-efficacy beliefs. Effective teaching and self-efficacy reciprocally affect each other in any context (following triadic reciprocal mechanism of self-efficacy by Bandura, 1986).

According to Hativa *et al*. (2001), HE teaching effectiveness has four dimensions: interest, clarity, organisation and a positive classroom climate:

> … exemplary university teachers are well prepared and organized, present the material clearly, stimulate students' interest, engagement, and motivation in studying the material through their enthusiasm/expressiveness, have positive rapport with students, show high expectations of them, encourage them, and generally maintain a positive classroom environment. (pp.701–702)

Kreber (2005) notes that effective teachers motivate their students and know how to convey concepts and how to help students overcome difficulties in their learning although Devlin (2007) claims that these characteristics do not fully represent the range of skills and practices necessary to teach effectively at university. Pintrich (2008) adds knowledge and presentation in the qualities of effective HE teachers and notes that evidence of good knowledge and presentation include teacher's preparation, organisation, clarity and ability to demonstrate knowledge of the content and stimulate student interest. So far, while organisation, presentation, preparation and motivation of effective teachers demonstrate high level of their self-efficacy, such teachers seem to ensure effective learning by enhancing self-efficacy of learners through stimulating their interest in learning and creating an encouraging and positive rapport with them. Devlin (2007) argues that these characteristics of effective teachers are derived without a clear mention of a methodology so their validity and reliability and their applicability to contexts other than the ones in which they were derived are questionable.

To address Devlin's (2007) concern, Kember and McNaught (2007) proposed ten principles of effective teaching and provided a clear description of the methodology. Teachers nominated by their university as being exemplary teachers and were also recipients of awards for exemplary teaching were interviewed. These teachers were asked to describe their teaching practices and their responses were recorded, combined and analysed for a set of following common constructs:

1. Teaching and curriculum design need to be focused on meeting students' future needs, implying the development in students of generic capabilities such as critical thinking, teamwork and communication skills, amongst others.

2. Students must have a thorough understanding of fundamental concepts even if that means less content is covered.

3. The relevance of what is taught must be established by using real-life, current and/or local examples and by relating theory to practice.

4. Student beliefs must be challenged to deal with misconceptions.

5. A variety of learning tasks that engage students, including student discussion, need to occur in order that meaningful learning takes place.

6. Genuine, empathetic relationships with individual students should be established so that interaction can take place.

7. Teachers should motivate students through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable and active classes.

8. Curriculum design should ensure that aims, concepts, learning activities and assessment are consistent with achieving learning outcomes related to future student needs.

9. Each lesson must be thoroughly planned, but flexible so that necessary adaptations may be made based on feedback during the class.

10. Assessment must be consistent with the desired learning outcomes and should, therefore, be through authentic tasks for the discipline or profession.

(Kember and McNaught, 2007:217)

An examination of these principles highlights their emphasis on student centred teaching. Point one, two and four represent the importance of providing mastery experience to students, point five deals with learners' vicarious experience, point six emphasises providing positive persuasion to learners, point seven denotes how highly efficacious teachers should enhance the self-efficacy of students by producing productive learning environments, and point three eight, nine and ten stress upon the mastery of teachers on teaching skills, subject knowledge and teaching practices. However, a major limitation of these principles is that they are perspectives of university teachers only and students are not involved. The characteristic of scholarship would, according

to learners, add to the validity of the notion of effective teaching (Deci *et al.*, 1996). Teachers who are active researchers, with an awareness of the international perspectives in their field, are better able to convey the big picture to their students and are considered effective by students (Marsh *et al.*, 1991; Marsh, 1992).

Devlin and Samarawickremam's (2010) research on students' perspective of effective teaching in HE came up with eight dimensions such as teacher enthusiasm, organisation and clarity, group interaction, individual rapport, breadth of coverage, examinations/grading, assignment/reading, and workload/difficulty. These dimensions are emphasising competency of teachers and on improving the self-efficacy of learners through mastery, vicarious and persuasive sources provided by teachers. HE learners engage in actions in which they perceive they are more likely to succeed (Pajares, 2001a; Pajares, 2001b; Schunk and Pajares, 2001). Each learner forms a set of self-efficacy beliefs that accounts for his or her motivation and resilience in completing an activity. Thus it is the job of effective HE teachers to keep learners' self-efficacy up to the required level through encouraging positive sources of self-efficacy beliefs.

Another example of the principles of effective teaching is present in Australian HEIs (ALTC, 2008) that have five key guiding criteria for determining excellence in university teaching for the purposes of recognition and reward. These criteria include approaches to teaching that influence, motivate and inspire students to learn (hence enhance their self-efficacy), development of curricula and resources that reflect a command of the field (competency of teachers over content and skill), approaches to assessment and feedback that foster independent learning, respect and support for the development of students as individuals (enhancing learners' self-efficacy), and scholarly activities that have influenced and enhanced learning and teaching (mastery experience for both teachers and students) (ALTC, 2008). These teaching effectiveness measuring criteria are strictly learner-oriented, being true to the notion that learners are the final judge of teaching effectiveness.

Especially in HE, due to globalization, student diversity has increased and therefore effective teaching must be able to manage such diversity to engage all students (Thiede *et al.*, 2010). Teachers must have an appropriate teaching expertise that accommodates a wider range of both

learning styles and preferences and a wider range of cultural and educational backgrounds (Skelton, 2002; Devlin, 2007). Effective teaching in HE is also linked to technological changes and teachers must familiarise themselves with new ways of communicating with students and be able to employ technologies suited to the teaching task (Benson and Samarawickremam, 2009). So, meeting the requirements of the HE context in which teaching and learning takes place is becoming more and more challenging everyday (Devlin and Samarawickremam, 2010). Successfully incorporating emerging technologies and contextual factors, and the associated learners' expectations, is essential for effective HE teaching.

2.8 Concluding Summary

The critique of the extant literature suggests that self-efficacy plays an important role in how people perceive their competencies. If these self-perceptions are positive, the performance of individuals reciprocally improves or vice versa. Before performing a task in any given situation, individuals receive self-efficacy information from four sources in the environment. This information is then cognitively processed within the self-efficacy system of individuals and resulting self-efficacy beliefs influence their behaviour (response to task, action). Bandura (1986) has presented this process in a triadic reciprocal model of self-efficacy showing the interplay among personal factors, environment and behaviour (see page 30). Each factor is influencing and is influenced by the other.

The focus of this study is the academic self-efficacy of teachers and learners in an HE setting. Literature on teachers' self-efficacy mostly discusses the models produced over time to measure teachers' self-efficacy and how teachers analyse tasks and teaching competency. Mainly, past experience and knowledge of teachers provides mastery information and improves their self-efficacy. Previous research on learners' self-efficacy, however, details the four sources of self-efficacy of learners which are primarily provided by teachers in an academic setting. The role of effective teachers in improving the self-efficacy of learners seems paramount for effective learning as presented by the literature on effective teaching. Basically, the entire literature on effective teaching in HE revolves around how teachers ensure effective learning. A close examination of students' perceptions about effective teachers indicates that such teachers

motivate students by enhancing their self-efficacy through providing an environment conducive to learning and the practice of necessary skills required to succeed in educational as well as practical fields.

Literature on effective teaching and learning in HE can be summarized by asserting that effective teachers are highly efficacious about their teaching prowess. They demonstrate their competence by providing positive self-efficacy information (through all four sources) which results in effective learning. Reciprocally, effective learners who are part of teachers' environment, increase the self-efficacy of effective teachers by providing them positive feedback and by fulfilling the learning goals set by their teachers. Thus a reciprocal model of teachers' self-efficacy, effective teaching, learners' self-efficacy and effective learning emerges from the literature (fig. 2.4).
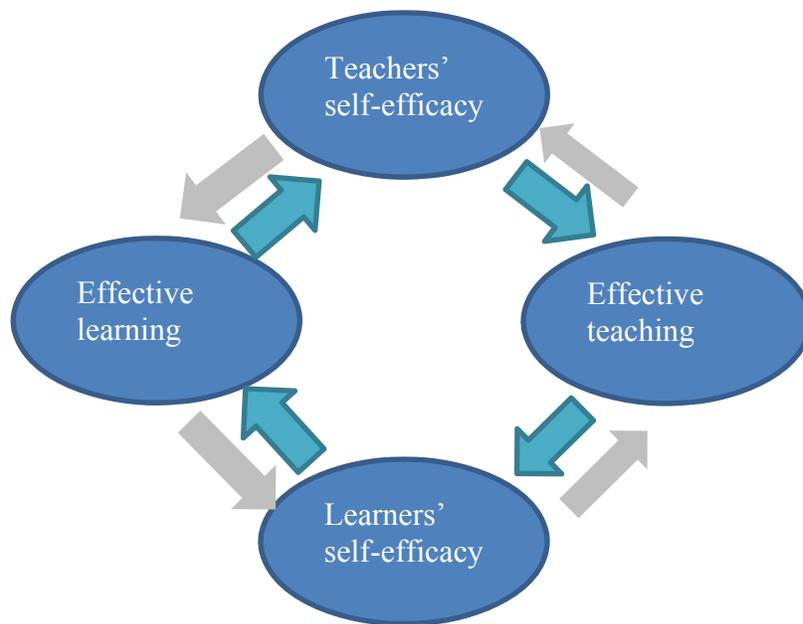
(Fig. 2.4 Reciprocal factors affecting teaching and learning)

All the factors in the above model reciprocally affect each other in a teaching-learning environment in HE. This emerging model also suggests that if an organisation wants to improve

its learning outcomes, the area to work on is the self-efficacy beliefs of teachers because it will improve the quality of teaching, resulting in effective learning.

The next chapter will discuss the methodology I chose for my research, the reason for my choice and the process of the collection of data.

CHAPTER 3

RESEARCH DESIGN

3.1   Introduction

My research has been conducted in an educational setting which has the core purpose of "examining educational phenomena to learn from them and to improve existing knowledge, policy and practice" (Basit, 2010:1). This study explored the role that self-efficacy beliefs play in carrying out effective teaching that results in effective learning in HE. In this chapter, I discuss the methodology of my study. The study sought to address the following key and secondary research questions:

1. How does teachers' self-efficacy relate to effective teaching?
   a) What are the perceptions of teachers and students about the factors leading to effective teaching?
   b) To what extent do self-efficacy beliefs of teachers make them effective teachers?

2. How does teachers' self-efficacy relate to student learning?
   a) What strategies do effective teachers adopt to improve student learning?
   b) To what extent does the self-efficacy of teachers influence the self-efficacy of the students?

The literature on self-efficacy has established a link between effective teaching and self-efficacy beliefs of effective teachers. My first key research question aimed at exploring what effective teaching is in the given context. The second sub-question under this key question aimed to find out if self-efficacy beliefs of the sample teachers can make them effective; if yes, to what extent and how. The second research question also has two sub-questions. The first deals with the strategies that effective teachers use to improve student learning. As student learning is related to their high self-efficacy, so it was to be explored if these strategies could improve their self-

efficacy or not. The second sub-question relates to the effect of teachers' self-efficacy on students' self-efficacy. The purpose was to find out if both are connected somehow. From the literature, it could be assumed that teachers' self-efficacy can make them effective and these teachers might then improve the self-efficacy of learners that might result in improved learning. This research was designed to find out if these assumptions were correct and could be applicable to the given context. Furthermore, considering the reciprocal nature of self-efficacy, it was interesting to observe the evidence of how the self-efficacy of students affects the self-efficacy of teachers. Thus, the first research question is related to teacher's self-efficacy and effective teaching, and the second research question is related to students' self-efficacy and effective learning.

Educational research interprets social reality mainly through two different paradigms; interpretivism and positivistism, though the distinction is not that clear cut (Pring, 2014, in press). These paradigms are supported by ontological and epistemological notions which vary accordingly. Ontology deals with the nature of reality, "what exists, what is real...the essence of the social phenomenon being examined" (Basit, 2010:6). On the other hand, epistemological postulations deal with what is knowledge and how it can be gained and communicated (Cohen *et al.,* 2007). "Thus, ontology is about 'Being' and epistemology is about 'Knowing' "(Basit, 2010:6). A researcher's ontological and epistemological stance affects his/her notion of paradigm and choice of methodology and methods as no research can claim to be totally value-free or impartial. Greenbank (2003) notes that "when researchers are deciding what research methods to adopt, they will inevitably be influenced by their underlying ontological and epistemological position. This, in turn, will be influenced by their values" (p.792). Keeping this in mind, the next section justifies my choice of the paradigm and methodology to address my research questions.

3.2   Research Paradigms

Before discussing the methodology of my choice for the present study, it is worthwhile to discuss the clash between two primary research paradigms, namely positivism and interpretivism, followed by the views rejecting this conflict. Later, I will discuss the reasons for my inclination towards my chosen paradigm.

Positivist and interpretive paradigms are believed to be concerned with understanding a phenomenon through two completely different angles (objective and subjective). Positivism seeks objectivity – excluding the personal opinion of the researcher – whereas studies in the interpretive paradigm seek understanding and attempt to interpret the world in terms of its characters. "In the former, observed phenomena are important; in the latter, meaning and interpretations are paramount" (Cohen *et al.*, 2007:26). Educational researchers are prone to drawing sharp distinctions between interpretive and positivist paradigms. This split is both epistemological and ontological, as the fundamental theories related to truth, reality and knowledge are thought to be different in both paradigms. Cohen *et al.* (2007) are of the view that the two paradigms have inherent ontological, epistemological, and methodological (what's the best way to obtain that knowledge?) differences. They believe that, in positivism, "knowledge is hard, objective and tangible" (Cohen *et al.*, 2007:7) and a researcher should be an observer and use methods of natural sciences such as biology, physics and mathematics. This approach treats the social world as full of phenomena, external to the individual, and selects objective research methods like quantitative surveys and experiments to gather data through reason alone with rigid orientation to facts and natural phenomena (Hyder, 2012). This paradigm believes that truth can only be discovered by investigating a large sample and statistically handling the data which can be generalised (Gaztambide-Fernández *et al.*, 2011).

On the contrary, the interpretive paradigm is known to consider knowledge as "personal, subjective and unique" (Cohen *et al.*, 2007:7). Generally, this paradigm necessitates that the researcher "must doubt the reality of the world" (Cohen *et al.*, 2007:23). Knowledge is context- and time-dependent (Coll and Chapman, 2000; Cousins, 2002; Roger and Halas, 2012), so interpretive researchers try to find out new meanings to the reality by personally interacting with the subjects of study to know their perceptions. They favour methods like interviews, focus group discussions (FGDs), participant observation, and approaches such as case study, focusing on a smaller sample and in-depth analysis of social realities, human behaviours and perception. Researchers who work in this paradigm are not much concerned about generalising their findings. They want to observe and explore the reality as their, usually small number of, research participants perceive it.

Pring (2014, in press) firmly rejects the idea of drawing outright distinctions between interpretivism and positivism. He rejects the objectivity claimed by quantitative researchers by arguing that every researcher tries to make sense of the situation or experience that s/he comes across during research. Thus "facts are not discovered, but created" (Pring, 2014, in press, Chapter 5). Moreover, reality, he contends, is something independent of us and what we try to explore through our fact finding methods. He believes that the dichotomy between these two paradigms is a 'false dualism' that prevents this realism from permeating their boundaries. He argues that one can explain social facts without taking a too deterministic stance or getting too distinctively personal. It is the failure to see this which creates the false dualism between interpretive and positivist paradigms (Pring, 2014, in press, Chapter 5).

While criticising positivism for social sciences research, Xu and Storr (2012) show concern about the dehumanizing effect of all the quantification, computation and statistics in positivist research as the open-minded, creative, humanitarian social behaviour of individuals cannot be examined through such controlled practice. On the other hand, they state that the interpretive researcher takes a subjective approach according to the nature of the research and sees the social world as personal and human and selects techniques like participant observation, interviews and discussions. Hence, social science is seen as a means of dealing with direct experience of people in their specific setting, and the social reality (target of the research) is defined by either the participants themselves or by the researcher through observation. Pring's (2014, in press) contention is that it is not essential for a researcher to embrace one paradigm while totally abandoning the other. He rightly points out that "there are different ways in which reality is conceived, and those differences may well reflect different practical interests and different traditions" (Chapter 5), and the language we use helps us in conceiving these realities.

Pring (2014, in press) objects to the presupposition of the existence of things in both paradigms as he believes that such controversies between paradigms can influence a researcher's practice and the validity of a research. Fundamentally, researchers assuming a positivist perspective seek the truth by attempting to eliminate the effect of their preconceptions, personal views and value judgments on the research process (Paul, 2003). Whilst it can be argued that value-neutrality is

itself a value (Davidson, 2012), more damaging to the positivist position are the claims that value-neutrality cannot be sustained. According to Carr (2000), those who claim to carry out value-neutral research are deceiving themselves. He says that they are also misleading others by presenting their research as depersonalised and value-free. This is supported by Boyd (2000), who argues that no research can be value-free, no matter how well designed it may be. Even before data are analysed, interpreted and presented, researchers' method of sampling, experimental design or questionnaires are likely (often unintentionally) to reflect their values (Scott and Usher, 1999; Carr, 2000; Greenbank, 2003). This corresponds with Johnson's (2012) view that facts depend upon the questions we ask.

Having highlighted false dualism, Pring (2014, in press) cautions against quantifying certain issues related to social reality as it might misrepresent what people actually feel about a situation because it tends to reduce every result into numbers. This means that it is the responsibility of the researcher to choose methods that are appropriate for the task and do not misrepresent the data while analysing them. As my study is based in an academic setting, my ontological standing is in accordance with my background of teaching and learning English literature. I am trained to believe that reality can only be complete if it is seen through the eyes of all the people involved. Every person has a unique version of reality so all versions combined create a full picture. Literature facilitates the reader to develop personal opinions and judge the world from a subjective perspective. Interpretivists do not try to depersonalise their research. Therefore, they prefer unstructured interviews and participant observations because these methods do not attempt to separate the researcher from the research (Greenbank, 2003).

Pring (2014, in press) maintains that a researcher should focus on the distinction, rather than the forced opposition, between the two paradigms, indicating the obligation sometimes felt by researchers to reject outright one paradigm and choose the other . He believes that there are stable "features of reality" (Pring, 2014, in press, Chapter 6) - physical, social and personal - independent of us, which enable us to choose between both paradigms in our attempt to perceive reality. It is fundamental for every researcher to understand the role of education in a society before embarking upon an educational research task in that context. Positivism tends to explain meaningful statements in a scientific way. Pring (2014, in press) believes that to choose some

statements and not others is an attempt to verify the research statement. By rejecting positivism altogether is actually rejecting the very idea of verification. Furthermore, positivism acknowledges that there are "social facts that set the parameters of how we think. The values, which they embody, enter into the minds and intensions of the people within those societies" (Pring, 2014, in press, Chapter 7).

Pring's (2014, in press) stance can be understood through an everyday example from politics. Let's assume a country has two very popular political parties, and both advocate their policies before the elections. It is common practice for the followers of one party to mindlessly oppose the agenda of the other just to express their loyalties with their chosen group. In contrast, a sensible voter will observe the position of both parties, and will choose what is best for the country, without getting into forced oppositions between political groups. Such voters might even appreciate the stance of one party with regard to some policies while considering the other party worth voting for. Similarly, in research, a researcher should select the best way to approach the research problem without getting into a clash of paradigms.

My epistemological position regarding the study I conducted was formulated as follows: a) data were contained within the perspectives of people that were involved in my selected educational institution, either as teachers or as students; and b) because of this, I engaged with my selected sample of teachers and students in collecting the data. I gathered data from my participants through interviews, FGDs and classroom observations (CROs). The positivist and interpretive paradigms lead to two specific methodologies: quantitative and qualitative. My choice of paradigm and methodology was determined by my research questions, as explained in the upcoming section. A brief discussion on mixed method approach is also included as it is increasingly used by educational researchers.

3.3 Qualitative and Quantitative Methodologies

Pring (2014, in press) advocates that researchers undertake detailed philosophical training before conducting educational research because a lack of such training might result in a perceived contrast between qualitative and quantitative methodologies rather than an

understanding of both. This understanding will provide a clear idea of how to explain persons and social practice in a more subtle way. Quantitative methodology leads the researcher to be objective, and view the social world similar to the natural world where knowledge can be obtained in the same manner as scientists discover knowledge about the physical world. This methodology inquires about the reality by means of surveys and experiments to collect data, whereas qualitative methodology is based on the principle that what we see is not necessarily true and "reality is subjective and the social world has no objective existence independent of individuals' views, perceptions and behaviours" (Basit, 2010:16). However, Silverman (2007) argues that besides the personal interest and the demand of the research, "we must not draw too sharp distinctions between qualitative and quantitative research …Ultimately, everything depends upon the research problem you are seeking to analyse" (p.14). If reality is accepted as an entity independent of the researcher, it does not refute the probability of many interpretations of that reality (Pring, 2014, in press).

Being objective is not denying the distinctively personal way of interpreting the social world. Rather, it is describing how one proceeds in search of finding facts which are considered independent of the researcher. The real world can be researched into finding facts objectively and add to the existing knowledge hoping to create a picture of reality. On the other hand, reality cannot be considered independent of the researcher as it is, in fact, an interpretation by the researcher who is a part of the world. For a subjective interpretation of social facts, we need a shared language or common social rules through which interpretations are formulated. Pring (2014, in press) concludes by suggesting that considering these facts and their influence on human functioning, there might be a tentative chance of generalisation even within the interpretive paradigm. Both qualitative and quantitative approaches can complement each other in our exploration of what reality is.

Accordingly, some researchers even believe in mixing the methods because they believe that the real world cannot be captured by just one dimension or methodology. According to Hurt and McLaughlin (2012), mixed methods approach or eclectic methodology is also gaining fame in academic research. Cresswell (2009) defines the strategy behind mixed methods approach and explains that the researcher gathers both numeric information and textual information so that the

final results present both qualitative and quantitative analysis. Such an approach enables the researcher to gather generalisable data from a large sample through survey or experiment. It is followed by in-depth investigation of smaller number of themes with a smaller sample. Hurt and McLaughlin (2012) caution the researcher to consider wisely before choosing this methodology as it may not be suitable for every research problem.

Although most of the self-efficacy research (see Hoy 2004; Hoy *et al*., 2007; Dinther *et al*., 2011; Rezaei, 2012) has been quantitative, I have chosen to conduct a qualitative study. Hammersley (1997) and Scott and Usher (1999) note that since the 1970s, qualitative methodology has been extensively utilised by educational researchers and Torgerson and Torgerson (2001) further emphasise the fact by mentioning that the present "dominant paradigm in educational research is based on qualitative methodologies" (p.317). These comments are not supported in the later years as far as educational research in the area of self-efficacy is concerned because most of the research in this area has been quantitative (see Dinther *et al.,* 2011).

Tschannen-Moran *et al*. (1998:242) note that qualitative studies of teachers' self-efficacy are overwhelmingly neglected. They also emphasise the point that interpretive case studies and qualitative investigations are needed to refine our understanding of the process of developing self-efficacy. The same issue has been observed in Hoy and Milner (2003) and Hoy *et al*. (2007). Very recently, Dinther *et al*. (2011) analysed thirty two studies done in the field of self-efficacy and student learning and almost all of them used quantitative methodology and the most favourite approach is a survey using self-efficacy scales. Because my research attempts to explore the personal views of individual participants, a qualitative methodology is deemed to be more suitable for this purpose. Analyses of behaviour in qualitative studies involve discussions of how people experience and feel events in their lives (Beins, 2004), and can be a good means of generating theories of what happens in organisational settings (Spector, 2005). Such research requires the researcher to become more personally immersed in the entire research process (Spector, 2005). While I do not underestimate the merit of combining a qualitative methodology with quantitative methodology in a study of self-efficacy in HE, the reason why I chose to carry out a qualitative study was because I needed to step into the minds of my participants and to gain access to their views in depth in order to address my research questions.

Thus, my research focuses on understanding the depth of a phenomenon, rather than the breadth. This is the distinction, rather than the opposition, between the two paradigms and methodologies that Pring (2014, in press) has highlighted. The distinction is unambiguous: depth relates to the interpretive paradigm and qualitative methodology; breadth relates to the positivist paradigm and quantitative methodology. I have already mentioned my background in English literature. The literary training of seeking profound meanings from even the smallest incident or trivial topic has seeped into my career as an educationist as well. Just like Becker (1968), who justifies his choice of qualitative methodology simply by saying that "it's a kind of research I've done…and found personal enjoyment in, so I kept on doing it" (p.246). Similarly, one of the reasons why I chose qualitative methodology is that it is closest to my ontological approach towards the realities of the world.

However, qualitative approaches often face criticism (Boyd, 2000; Greenbank, 2003; Karadag, 2011) that they fail to provide clear cut solutions for the research questions (Nisbet, 2000) and sometimes they paint an overly complex picture of the situation. Mostly qualitative research produces verbal summaries of research findings with no statistical summaries or analyses (Shaughnessy *et al*., 2003), whereas quantitative research uses several tests, scales, survey questionnaires, and physiological measures (Stone-Romero, 2002). Therefore, quantitative research produces results statistically in numbers and qualitative research produces flow diagrams, videos, photographs, and narrative descriptions of events or processes (Ballamingie, 2011). Thus, it can be said that qualitative research is good at depicting the structure of a social problem in all its complexity by presenting non-numerical in-depth information through language, whereas quantitative research helps in finding scientific solutions or justifications for decision making (Carr, 2000) as it is concerned with breadth and collecting numerical statistical data.

The role of the researcher in a qualitative study is dynamic because his/her character determines the aims, strategies, data, analysis, and validity in the process of the study (Lloyd-Jones, 2003). The researcher is very much within the field rather than detached with the purpose of achieving depth rather than breadth (Richards, 2011). I chose to use in-depth interviews, FGDs and non-participant CROs as data gathering techniques within the limits of qualitative methodology. In

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qualitative research, the investigator takes an active role in interacting with the participants he or she wishes to study (Muchinsky, 2003; Morse and Chung, 2003). I chose my research participants from two groups, teachers and students. Teachers were engaged in individual interviews whereas data from the students were gathered through FGDs.

3.3.1 Summary

Positivists believe that the research should be value free and objective while interpretivists believe in subjectivity and creation of meaning (Babbie, 2007). Goldthorpe (2007) points out that this dichotomy is false because the world is full of ideas or realities in Pring's (2000) words. A researcher might obtain data about this world through scientific (quantitative) methods but then these data become the basis of interpretation, either descriptive or explanatory, by the researcher, and interpretation is not value free and is subjective. Although, researchers' choice of research paradigm in largely dependent upon their perception of truth (ontology) and how they know it (epistemology) (Tuli, 2010), Tsang (2013) is intrigued by the combination of two opposing paradigms (positivism and interpretivism). While researchers using mixed methods (Cresswell, 2009; Feilzer, 2010; Small, 2011) acknowledge the difference between interpretive and positivist paradigms or qualitative and quantitative methodologies, researchers like Pring (2000:247) call this distinction a "false dualism" and argue that the world is full of realities and infinite number of realities call for infinite number of distinctions among them. So, it is not possible to divide the reality of the world in two sharp spheres. Our distinctions depend upon how we perceive the reality while remaining in our personal and social domains. Each account of reality is constructed, so cannot be called the actual or true account. Pring (2000:259) notes the "stable and enduring features of reality" which make the distinction between different perceptions of the world possible. Thus, every qualitative interpretation has some predictable and generalisable features in it and each quantitative exploration has some features that might require interpretive study.

After establishing my preferred research paradigm and my choice of methodology, it is worthwhile to discuss my selected research approach within qualitative methodology.

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3.4   Research Approach

To collect data in qualitative methodology, strategies or approaches such as narratives (recording biography or life history of the participants), ethnography (writing about a culture), phenomenology (exploring a phenomenon), grounded theory (generating a theory as an outcome of the research) or case study (studying real people in real situation on a smaller scale) are applied. This research is a case study as it follows the footsteps of qualitative researchers who want to present a "unique portrayal of real people in a real social situation by means of vivid account of events, feelings and perceptions" (Basit, 2010:19). In order to make an in-depth inquiry about teachers' self-efficacy, this study focuses on the selected case i.e. a Business School in a private university in Pakistan.

3.4.1   Case Study

Case study is defined as a "research that provides a detailed account and analysis of one or more cases" (Johnson and Christensen, 2008:116). Yin (2009) differentiates between a "case study" and a "study with a small sample size" (p.67). He explains that the difference is that the latter is more empirical, minus the influence of the context, only to measure small number of variables in a specific setting; whereas, the former investigates a phenomenon with multiple variables with a wide range of methods in the natural context. He maintains that in a case study "the phenomenon under study is not readily distinguishable from its context" (Yin, 2003:3). The emphasis on the interaction of the case with its context is essential because the phenomenon of self-efficacy is also intrinsically context specific. So, to explore this phenomenon, a case study approach can be very suitable in a qualitative study.

Stake (1995) identifies three categories of case study; first is 'intrinsic' that describes the case itself; second is 'instrumental' that studies the case to focus on a wider phenomenon for a better general understanding; and third is 'collective' that is a coordinated set of case studies to explore similarities and differences. According to the above definition, my study is mainly an instrumental case study as I want to investigate the phenomenon of self-efficacy beliefs and their impact on a HE institution. The institution itself is not the entire focus of the research.

Yin (2009) suggests that for a successful case study, the focus of investigation can be made very clear by identifying the unit of analysis. If the case is an organisation, this delimitation can be a complex process so precision of the research questions is essential. My area of investigation was self-efficacy beliefs of teachers and students of a Business School in a private university. For the purpose of precision, only three faculties were chosen and self-efficacy scales were adapted for a qualitative inquiry. This process (details presented later in the chapter) helped in getting in-depth data particularly related to my two major research questions from a small number of participants. The persuasive role of the organisational structure can be felt in the background of the creation of self-efficacy beliefs of the participating teachers and students.

Case study researchers can be criticized for their lesser concern for generalisation as compared to empirical researchers. Nevertheless, Silverman (2007) suggests that by purposive sampling, guided by time and resources and using an analytic model that assumes that generalisation can be present in any case, "the relative flexibility of qualitative research can improve the generalisability of our findings by allowing us to include new cases after initial findings are established" (p.136). At this juncture, it is important to understand that generalising from a single case is not concerned with listing frequencies as required for statistical generalisation. It is more concerned with expanding and generalising theories that is called "analytic generalisation" (Yin, 2003:10). Generalisation from case studies can be from a single instance to a class of instances, from features of a single case to variety of classes with the same features; or from features of part of the case to the whole of that case. This study aims to obtain generalisation that can travel from my target case to a range of cases with similar features. Case studies involve some form of generalisation from a particular case to the wider context and such generalisation can help researchers to comprehend similar cases and phenomena. Likewise, the findings of my study can also be replicated in other HEIs to judge the influence of self-efficacy beliefs on the teaching/learning environment.

I have selected one of the colleges, College of Business Administration (CBA), run by my sponsor organisation, as my target case. It is a part of the large galaxy of The Group of Colleges, established in 1985, which has presently emerged as the largest HE network in the private sector of Pakistan. The group has 59 campuses and more than 65,000 students enrolled at the present

time in Punjab and in Sindh. CBA offers both undergraduate and graduate degree courses in the disciplines of management studies. It has almost 2500 students and a considerable majority belongs to management studies. I have been working for The Group since 2002, and have been teaching English language courses in CBA since 2007. All the participants in my research are permanent faculty members, and undergraduate students of management studies pursuing the degree of BBA (Bachelors in Business Administration). Details of my sample are given in a later section.

Case study is conducive to gathering data from multiple sources. The five most common strategies used in case study research are observation, interviews, qualitative surveys, feedback analysis of organisational records, and future search sessions (Yin, 2009). For my research, I have selected interviews, FGDs and observation for data collection. The next section justifies my choice of methods in detail.

3.5   Methods

Method is the technique for carrying out the research within the selected research approach and methodology. I chose three data-gathering techniques; semi-structured in-depth individual interviews, FGDs and non-participant CRO. First, the teachers were interviewed to establish their perceptions about effective teaching and learning and their level of self-efficacy. Then, selected students of the same teachers were engaged in FGDs to establish what they thought about effective teaching and to judge their self-efficacy beliefs. In the end, the classroom proceedings of all interviewee teachers were observed to see how the teaching-learning environment was created and how far it corresponded to the earlier collected data (fig.3.1).

The use of more than one technique to gather data is called triangulation and this explains the phenomenon under investigation more thoroughly. Such an approach adds to the reliability and validity of the research as it observes the phenomenon from different standpoints. The concept of triangulation as a part of validity is discussed in detail later.

Semi-structured interviews

Focus group discussions (FGD)

Classroom observations (CRO)

Teachers from three departments, two from each

Six-seven students of each participant teacher

One class of each participant teacher
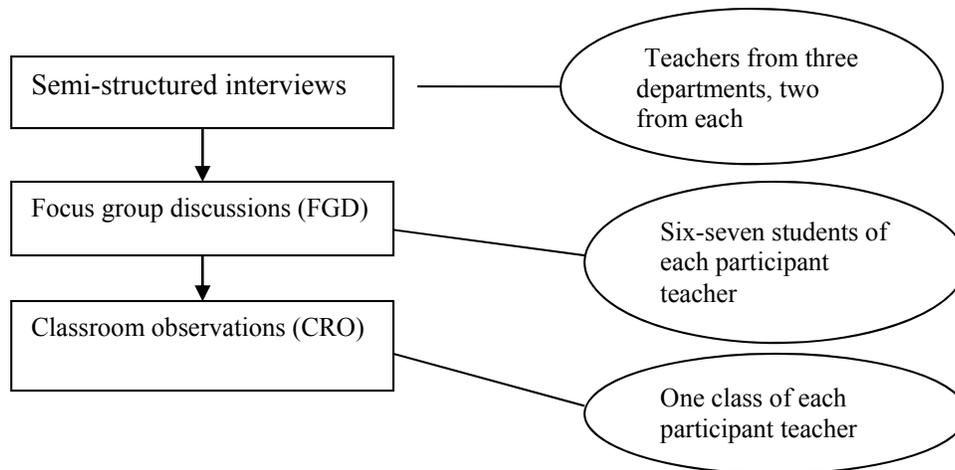
(Fig.3.1 Selection for sample according to the chosen methods)

3.5.1 Interviews

Interviews are considered to be the most important method for collection of data in a case study because they are more like guided conversations which are not rigid (Yin, 2009). Rabionet (2011) points to the merits of interviews by noting that a rapport, a level of trust, is built between the researcher and the participants which create a relaxed environment conducive to more candid answers. A researcher can always repeat, modify, explain or rephrase the question according to the need of the interviewee. Rabionet (2011) also cautions that this method can be very time consuming as data collection and data analysis become very long. Three types of interviews are common in educational research. First are structured interviews in which the questions are in sequence and are close-ended, and researchers record or write the answers themselves rather than handing over the questionnaire to the respondents. The second type of interview is the unstructured interview. The researchers approach the interviewee with some questions for an informal discussion. As the interview progresses and themes emerge, further questions are formed by the researcher to get more in-depth data related to the purpose of the study. The third type is semi-structured interviews, "the most favoured type of interviews in educational research" (Basit, 2010:103). The researchers develop an interview schedule with the preparation to introduce supplementary questions in addition to a pre-planned schedule to get rich data. The sequence of the questions is not rigid and it is not necessary to ask all questions from each

participant. If all asked questions relate to major research questions, the purpose of the interview is served.

Considering my qualitative inclination and my context-specific research interest, I chose to use semi-structured interviews to gather data from teachers. Two teachers each from the departments of marketing, statistics and psychology were selected as my sample – i.e. a total of six teachers (see page 96 for sample detail). I planned to know what they thought about effective teaching and learning in order to explore the role of their self-efficacy beliefs in forming their perceptions. According to Cohen *et al*. (2007), treating interviews as a social encounter in which knowledge is actively constructed suggests the possibility that the interview is a source of producing reportable knowledge. The issue of how interviewees interact with us is based on who we are in their lives. In this study, I belonged to the same institution as my interviewees. Out of six teachers, five were senior to me while one joined the institution in the same year as me. Only two teachers were male.

I planned to conduct semi-structured interviews through questions "directed to the participant's experiences, feelings, beliefs and convictions about the themes in question" (Welman and Kruger, 1999:196). The interview questions (appendix 3) were related to my main research questions as they explored teachers' perceptions about the major research themes that were emerging from the literature. Each interview was audio recorded and was transcribed soon after (example of interview transcript in appendix 9). The transcript was then coded (appendix 10) in light of the themes gathered from the reviewed literature and further themes were identified. When data collection was completed, I had six coded interview transcripts gathered from my sample teachers.

According to Bailey (1996) the "informal interview is a conscious attempt by the researcher to find out more information about the setting of the person" (p.72). The interview is reciprocal: both researcher and research subject are engaged in dialogue. Informal interviews are those in which the researcher can change the sequence and wording, and explain or add to the questions. Bentz and Shapiro (1998) call it bracketing, when the inquiry is performed from the perspective of the researcher. Bracketing in this study entailed asking the participants, considering their

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experience, about self-efficacy beliefs and sharing reflection on the value of these beliefs. Data were obtained about how the participants "think and feel in the most direct ways" (Bentz and Shapiro, 1998:96). I focused on what goes on within the participants' minds and this is one form of bracketing. There is also a second form of bracketing, which, according to Miller and Crabtree (1992) is about the researcher who "must bracket her/his own preconceptions and enter into the individual's life-world and use the self as an experiencing interpreter" (p.144).

With regard to data collection during the qualitative interview, Kvale (1996) remarks that "it is literally an inter-view, an interchange of views between two persons conversing about a theme of mutual interest [where the researcher attempts to] understand the world from the subjects' point of view, to unfold meaning of peoples' experiences" (pp.1-2). At the root of qualitative research, "the intent is to understand the phenomena on their own terms — to provide a description of human experience as it is experienced by the person herself" (Bentz and Shapiro, 1998:96) and allowing the essence to emerge (Robson, 2002; Holliday, 2007). Miller and Glassner (2004) suggest that one way to begin is to think about how participants are using culturally available resources in order to construct their stories. "Interviewees deploy these narratives to make their actions explainable and understandable to those who, otherwise, may not understand" (Miller and Glassner, 1997:106). The interviewees sometimes respond using familiar narratives, rather than providing meaningful insights into their subjective views as Denzin (1991) notes:

> The subject is more than can be contained in a text and a text is only a reproduction of what the subject has told us. What the subject tells us is itself something that has been shaped by prior cultural understanding. Most important, language, which is our window into the subject's world (and our world), plays tricks. It displaces the very thing it is supposed to represent, so that what is always given is a trace of other things, not the thing (lived experiences) itself. (p.168)

This suggests that interviewers, in fact, are recreating the meaning that is already present within respondents (Silverman, 2001). Both the interviewer and the interviewee are unavoidably active. Meaning is not just elicited by questioning, nor simply inferred through respondent replies; it is actively and communicatively gathered in the interview itself. Thus, this is the job of the researcher while analysing the data to pick out information that relates to the research themes, or

pick out the emerging themes relevant to the research questions. I had a specific purpose to fulfil through my semi-structured interviews with the teachers so my questions were theme-oriented. After deciding which themes I wanted to explore through the interview method, I developed a.tool (interview schedule, appendix 3). The purpose was to gauge the self-efficacy beliefs of the teachers about their teaching. I also explored their views about effective teaching and learning so that I could later extract all the relevant themes from the gathered data for analysis. The main objective was to investigate whether self-efficacy beliefs of teachers influenced the effectiveness of their teaching.

Cohen *et al*. (2007) stress that in an interview, "it is frequently the non-verbal communication that gives more information than the verbal communication" (p.365-366). They emphasise the importance of interviews as a research method by mentioning that "interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p.349). Basit (2010) also stresses taking record of the body language of the interviewees "whether the respondent frowned, laughed, was reluctant to answer, thought for some time before answering, or was taciturn and needed several probes to provide a response" (p.114). She also suggests recording the paralinguistic aspects of the interview which, if not recorded, are likely to be forgotten quickly. Although I audio recorded all interviews, transcription of an interview only becomes a record of data rather than a record of a social encounter. To keep a record of all non-verbal communication, I made field notes immediately after every interview about the tone, pauses, mood, emphasis, inflection, speed and stress of the interviewee and about everything else that was relevant. Because the human mind tends to forget quickly, field notes by the researcher are crucial in qualitative research to retain the data gathered (Maxwell, 2005). It was after these interviews that I realized the importance of recording the data on video. Video recording not only captures the words but also the non-verbal communication (body movement and voice). So video recording actually adds to the quality of the data. This is one of the reasons why FGDs were recorded on video.

Interviews are criticized for being exposed to the subjectivity and bias of the interviewer. Rabionet (2011) believes that if the qualitative researcher accepts that interview can bring out new insights, able to elicit specific information rather than generalities, avoid being too tightly

structured and regard interview as an interpersonal encounter, such bias can be avoided. Though there is a possibility of bias, as no research is value-free, Maxwell (2005) recommends that to minimize bias and maximise validity and reliability of interviews, the researcher should keep an open mind while conducting interviews, ask the interviewer to explain their answers through examples, and ask other questions to confirm the validity and reliability of the earlier answers. For ethical considerations, she advises the interviewer to be courteous, polite, sensitive, cheerful and understanding towards the respondents.

3.5.2   Focus Groups

I found out the viewpoints of students relating to my research themes through FGDs (a sample of FGD is given in appendix 11). A focus group is a group interview but with a major difference; the unit of analysis in the latter is the collective group response whereas, in the former, reliance is on the interaction within the group that provides different views on the discussed theme (Cohen *et al*., 2007). The participants are chosen considering their exposure to the issue discussed and their interaction, congruence, contradictory views provide the required rich data to the researcher (Basit, 2010). In this study, the gathered data helped me in corresponding the students' conceptions about effective teaching and learning to the answers of their teachers. This comparison also helped me in judging their self-efficacy beliefs about learning. I used a focus group schedule (appendix 4) to conduct the focus groups.

I used this method (FGD) with other data collection techniques because it is considered "useful to triangulate with more traditional forms of interviewing, questionnaires, observation etc." (Cohen *et al*., 2007:377). Focus groups provide data relatively quickly from a large number of research participants and Faith (2000) believes that the dynamic quality of group interaction, as participants discuss, debate and disagree about key issues, is a striking feature of focus groups. He also mentions that the group context actually facilitates personal disclosure as the solidarity among friends seems to decrease any discomfort with the topic. Such interaction allows the participants to build upon the responses of other group members, creating a synergistic effect (Baker and Lee, 2011) that leads to the production of more elaborate accounts.

I sought permission from all the teachers to visit their classes to introduce myself and asked for volunteers for FGDs. My aim was to have at least six to seven students from each class to keep FGDs manageable. I already had permission from the vice chancellor to use the conference room for my group discussions. Therefore, after selecting volunteers from a class, I informed them about the timing of the FGD and the venue. Before every group discussion, participating students were given the FGD schedule (appendix 4) to be ready for the type of questions. Each discussion was video-taped and then transcribed soon after. This transcription was then coded (appendix 12) in light of the emerging themes from literature (appendix 14). Interview of each teacher was followed by the FGD with his/her students and then a CRO of the same teacher. In this way, I had coded transcripts of six FGDs along with six teacher interviews' coded transcripts and, later, six CRO field notes.

An FGD is usually based on a series of questions to generate a discussion, and the researcher generally acts as a moderator for the group, posing the question, keeping the discussion flowing, and enabling group members to participate fully (Frels and Onwuegbuzie, 2012). Thus, the moderator does not ask questions of each focus group participant in turn but, rather, facilitates a group discussion, actively encouraging group members to interact with each other and this interaction between participants is the hallmark of focus group research (Maxwell, 2005). During my FGDs, the questions I raised got the attention of all the participants and they all got involved in a dialogue about the issue under investigation.

FGD is usually recorded; the data transcribed, and then analysed using conventional techniques for qualitative data: most commonly content or thematic analysis (see Silverman, 2007). I video recorded the entire discussion for coding and analysis purpose. Video recording ensures the quality of data by capturing the non-verbal cues during the conversation. Also, in a group discussion, video highlights each speaker so the reliability of the transcription increases. Focus groups are distinctive primarily for the method of data collection rather than for the method of data analysis. Focus group proceedings can be audio recorded or video recorded, with or without the use of accompanying field notes. Wilkinson and Birmingham (2003) note that data transcription can be more or less detailed, according to the requirement of the research, but obtaining high quality focus group data depends, at least, upon an effective moderator and upon

a well-prepared session. This is particularly important as some participants might dominate, resulting in the unreliability of the data. There might be some disagreement among the group members or the number of topics covered might be limited. I therefore made each participant comfortable so that all expressed their views confidently, facilitating the discussion so that it remained focused and ensuring that no one member was dominating others.

3.5.3   Observation

After interviewing the teachers and having FGD with their students, the next stage was of "reality check" (Silverman, 2007:396), to see what actually happens in the classroom and what the teachers actually practise comparing to what they think they practise. This method is for the "naturalistic investigation of culturally-contextualized social processes such as care-giving and teaching" (Muller, 1995:69). Richards (2011) mentions that, in educational research, observation is mainly used to look into what happens within the classroom, how teachers and students interact within the overall teaching and learning environment and students' behaviour. He also states that a researcher's ontological and epistemological stance influences how and what s/he observes. Considering my interpretivist stance, I favoured Jex's (2002) approach of simple observation, or non-participant observation, in which the researcher does not participate in the social setting but observes from a distance unobtrusively. I occupied an inconspicuous corner while observing the classrooms of the teachers involved in the study as I wanted to observe how teachers exercise their self-efficacy beliefs in natural classroom setting and what effect it had on the students (sample of CRO in appendix 13). Silverman (2007) points out that the qualitative researcher uses semi-structured observation as it focuses on the situation rather than on the researcher.

My observation was also semi-structured, which means that I had some idea about what to observe (relating to the dominant themes of my study), but did not have a predetermined check-list to follow. Like interviews, but to a greater extent, field notes play a vital role in data collection during non-participant semi-structured observations. The data I collected from observations were all recorded by field notes that I took with reference to my observation schedule (appendix 5). I also had the liberty to note down anything that seemed interesting or

pertinent to the research. Observers need to decide the evidence of observation. Pre-categorization and structuring have the risk of losing both detail and flexibility. Therefore, I had carefully planned the factors I wanted to observe but had a semi-structured observation schedule as it would gather data in a less systematic manner on my agenda of issues. A semi-structured observation "will review observational data before suggesting an explanation for the phenomenon being observed" (Silverman, 2007:397). I wanted to observe the self-efficacy beliefs of the teachers and their students about which I already had obtained some idea during interviews and FGD.

My observation schedule (appendix 5) was developed while keeping in mind the emerging themes from the reviewed literature related to effective teaching, teachers' self-efficacy, students teachers' self-efficacy and effective learning (appendix 14), and the data gathered through interviews and FGDs During CROs, I made notes under each thematic heading but the flexible structure of the schedule gave me the freedom to make notes wherever I found something of relevance during the observation (see appendix 13 for an example of CRO field notes). CROs were done after interviews and FGDs so the data collected from these observations facilitated the analysis process in two ways. First, it provided an opportunity to witness the sample teachers and students in actual class room settings and explored how far they performed according to what they claimed during interviews or FGDs. Any discrepancy between what they said and did could be easily identified. Second, through observations I was also able to observe some themes (low self-efficacy of a teacher due to physical illness) that did not emerge during interviews or FGDs. Primarily, CRO data complemented the information collected from interviews and FGDs.

Hyder (2012) talks about the advantages of observation because it enables an observer to be open-ended and inductive and to discover things that the participants might not freely discuss during interviews. If done in a natural context, observation not only records physical, human, interactional and programme setting but also the non-verbal behaviours of the participants. I observed classrooms with a list of themes to view. In my field notes, I noted down everything that seemed relevant to my research questions. Blaxter *et al.* (2007) advise the researcher to see if observation is enough for that specific research, and Wilkinson and Birmingham (2003) write about amalgamating observation with other research methods as:

It can allow researchers to understand much more about what goes on in complex real-world situations than they can ever discover simply by asking questions of those who experience them (no matter how probing the questions may be), and by looking only at what is said about them in questionnaires and interviews. (p.117)

The above statement further strengthens the use of triangulation for this particular study as observation is used alongside interviews and FGDs. Gaztambide-Fernández *et al*. (2011) emphasise that the unit of focus during the observation should remain the same as the issue of concern for the researcher. For this purpose, the observer can make notes on the spot or make expanded notes as soon as possible after the initial observation. Such systematization increases the reliability of the observation. The context of observation is important (Roger and Halas, 2012) and, as I was observing the classroom teaching/learning environment in the context of self-efficacy beliefs of the participants, it was considered appropriate to take notes on the spot.

As stated earlier, my CRO was recorded through the notes I made during classroom proceedings. At this juncture, it is important to note that such field notes are already "a step toward data analysis" as they involve interpretation, so they are, "part of the analysis rather than the data collection" (Morgan 1997:57-58). Bearing in mind that case studies are concerned with the lived experiences of the participants in the research (Bentz and Shapiro, 1998:98), it is very important in this study that the researcher must, to the greatest degree possible, prevent the data from being prematurely categorised into the researcher's bias about the potential role of self-efficacy in effective teaching and learning. "With a carefully prepared recording schedule" (Silverman, 2007:396), a researcher can avoid problems that occur due to a gap between the act of observation and the recording of the event.

Qualitative observation has been criticised for being "subjective, biased, impressionistic, idiosyncratic and lacking in the precise quantifiable measures" (Cohen *et al*., 2007:407). Xu *et al*. (2012) suggest that if the selection of the setting on which to focus is well thought-out and then the observation is commenced, desired reliable data can be gathered. They also suggest that the greater the number of observations, the greater the reliability of the data might be, enabling emerging themes to be verified. Following this proposition, I observed the class of each teacher

that I had interviewed in order to gain access to individual self-efficacy beliefs, their sources and manifestation.

Critics of observation point out issues concerning validity and reliability and worry that observation carries the risk of bias through selective attention of the observer, reactivity from the participants, distraction of the observer, validity of the judgement and interpretation of the observer, selective memory of the researcher, number of observers and the expectations of the observer (Shaughnessy *et al*., 2003; Davidson, 2012; Johnson, 2012). So, the researcher should show consistency in observation, use the same schedule, have good concentration, remain unobtrusive but attentive and write up notes as soon as possible.

As for the validity and reliability of observations, Basit (2010) proposes that the researcher should report findings within the context and the data should address the research questions. She further adds that the researcher must try to collect such rich and solid data which other researchers can also replicate in future endeavours. In the same context, Cohen *et al*. (2007) suggest methodological triangulation because any type of observation is itself highly selective, so is the perception by the researcher. More interpretation is required as the researcher moves towards high levels of inference. In this process, the researcher makes judgments about the intentions and motivations of the participants. Therefore, additional methods of gathering data are suggested for triangulation to ensure reliable inferences are derived from reliable data.

Halliday *et al*. (2002:295) note the importance of the "researched" for a research study. Being a qualitative case study, the selection of participants was very important for my research as a careful sample selection was needed for a valid and reliable research. The next section focuses on sampling and on how I selected my sample for this qualitative study.

3.6   Sampling

Two main sampling strategies are used in research. First is probability sampling which aims towards less bias and generalisability of findings as the selected sample is considered representative of the entire population in focus. The second strategy is non-probability sampling

which is mostly used in qualitative research. Such sampling is used in small-scale studies which are not concerned about the generalisability of findings. "The sample is not representative of the wider population; it only represents itself" (Basit, 2010:52). Between the two main methods of sampling, the researcher must decide whether to go for probability or non-probability sampling. The latter sample selection method targets a particular group that does not represent the wider population. Non-probability sampling is used mostly in case studies and ethnographies. Out of the several types of non-probability sampling (convenience, quota, dimensional, purposive and snowball), I chose purposive sampling as it was selected for a specific purpose, according to the needs of the researcher. As I wanted to explore the phenomenon of self-efficacy in a teaching-learning environment, my purposive sample comprised teachers and students from my target institution. To be more specific, two teachers from three faculties were chosen – a total of six teachers and six to seven students of each of these teachers were selected. "Though they may not be representative and their comments may not be generalisable, this is not the primary concern of such sampling; rather the concern is to acquire in-depth information from those who are in a position to give it" (Cohen *et al*., 2007:115).

The following table (table 3.1) shows details of my sample teachers including pseudonym used for them, their subject areas, age, gender and number of their students who participated in FGDs. The table also shows the course used for FGDs and CROs in case of each teacher. These codes were used during presenting the analysis of the data.

Teacher pseudonym	Subject	Gender	Age	Number of students in FGD	FGD code	CRO code
Ms Maria	Statistics	Female	30	6	FG1	CRO1
Ms Kiran	Statistics	Female	40	7	FG2	CRO2
Mr Ali	Marketing	Male	43	6	FG3	CRO3
Mr Junaid	Marketing	Male	63	6	FG4	CRO4
Ms Rabia	Psychology	Female	35	7	FG5	CRO5
Ms Aafia	Psychology	Female	40	6	FG6	CRO6

(Table 3.1 Details of the sample teachers)

The following table (table 3.2) describes the codes used for the students in each FGD. Instead of pseudonym, I used numbers to represent students. The comments of students are presented in the analysis using the code for the student along with the code for that particular FGD. For example, if student number three said something in FGD number five, his/her comment is presented with the code S3FG5.

FG1	FG2	FG3	FG4	FG5	FG6
S1	S1	S1	S1	S1	S1
S2	S2	S2	S2	S2	S2
S3	S3	S3	S3	S3	S3
S4	S4	S4	S4	S4	S4
S5	S5	S5	S5	S5	S5
S6	S6	S6	S6	S6	S6
	S7			S7	

(Table 3.2 Codes used for students in FGDs)

The researcher should be able to achieve a position where he or she can observe the variation of the phenomenon in a reliable way that remains true to the "fidelity to real life, context- and situation-specificity, authenticity, comprehensiveness, detail, honesty, depth of response and meaningfulness to the respondents" (Cohen *et al*., 2007:149). For a phenomenological study, Boyd (2000) regards two to ten participants or research subjects as sufficient to reach saturation. My sample consisted of six permanent faculty members of three departments and six to seven students of each teacher. I chose permanent teachers because they were full-time employees of the organisation and completely aware of the organisational system. Most of them were experienced teachers who had been working for the institution for many years. Such choice of sample holds importance for this study because self-efficacy beliefs require a certain sense of belongingness and commitment (Rezaei, 2012) which only permanent faculty members could provide as they were the stable part of the organisation. Visiting faculty members were hired on semester bases and their availability as PhD research respondents was highly doubtful.

The participant students were an equal mix of both genders, hence, the gender role was not compromised and the difference it plays, if any, upon teachers' self-efficacy was discovered. The factors of effective teaching and learning standards, already established by previous research, served as criteria, both for reference and in final analysis of the research findings. However, the purpose of this research was not just to explore whether a teacher was effective or not but to find the role of self-efficacy beliefs in effective teaching. Thus students were asked about their perception of effective teaching and learning to see what impact the self-efficacy levels of teachers had on students' perceptions and on their self-efficacy beliefs.

Non-probability sampling is frequently used in ethnographic research, action research and case study research because there is no attempt to generalise, as the sample simply represents itself (Maxwell, 2005). Though, to achieve generalisation is the highest level of research, Bassey (2009:20) argues:

> In the natural sciences generalisation is expected to be in the scientific form which leads to absolute prediction, or in the probabilistic form which leads to statistical prediction, in the social sciences the expectation can be for fuzzy generalisation leading to fuzzy prediction.

A research study is considered credible only when it is reliable and valid. It is important to show the research audience that the methods were reliable and the conclusions valid (Ballamingie, 2011). The next section explains these notions in detail.

3.7   Validity and Reliability

Reliability refers to consistency of the research findings whereas validity relates to the truth. According to Meetoo and Temple (2003), the issues of validity and reliability are not the domain of quantitative researchers alone. As Silverman (2001:219) points out, reliability and validity are important, because in them the objectivity and credibility of social science research is at stake. Attention to validity and reliability is needed throughout the research process. Cohen *et al.*, (2007) suggest that "reliability is a necessary but insufficient condition for validity in research; reliability is a necessary precondition of validity, and validity may be a sufficient but not

necessary condition for reliability" (p.133). To understand this claim, it is useful to consider the issues of validity and reliability in detail.

3.7.1   Validity

Blaxter *et al*. (2007) call validity a synonym of truth. Qualitative research requires comprehensive data treatment in order to be valid. The primary issue is to generate data which give an authentic insight into people's experiences (Silverman, 2001:87). Charmaz (1995) explains that the researcher tries to share the subjective views of the participants with depth and detail. This task is objective in the sense that the researcher tries to portray these views fairly, truthfully and in consistence with the said meaning.

Validity "signifies that the researcher actually measures or describes the phenomenon it set out to measure or describe" (Basit, 2010:63). In order to carry out valid research, the researcher needs to be as honest as possible while reporting about the researched. Along with honest reporting, the researcher makes sure that the research has enough robustness and there is a clear link among the theoretical base of the research, the investigated phenomenon and the methods applied for this investigation (Taimalu and Oim, 2005). According to Richards (2011), validity in qualitative research is present if the setting is natural, thick (in-depth) description is produced, data are culturally and socially situated, the researcher is a part of the researched world, the researcher is the instrument of research, process is more important than the outcome, the data represent the respondents not the researcher, and meaning and intentions are important.

Five kinds of validity are presented by Maxwell (2005); descriptive validity (accuracy of facts), interpretive validity (accuracy of meaning), theoretical validity (extent of the explanation of the investigated phenomenon through research), generalisability (generated theory explains similar situations) and evaluative validity (evaluating the researched phenomenon rather than describing it). Basit (2010) notes three types of validity; internal validity (more relevant to qualitative research) meaning the research findings accurately record the explored phenomenon, external validity (more relevant to quantitative research) related to the extent to which research findings can be generalised, and concurrent validity that signifies that "data collected from one source

correlates, or concurs, with those collected from another source" (Basit, 2010:67). Concurrent validity gives more confidence to researchers in their findings through the strategy of triangulation which is to look at one concept from different angles. Cohen *et al*. (2007) believe that, in qualitative data, validity should be achieved through depth, honesty, the approached participants, triangulation, scope of data, and objectivity of the researcher.

Perlesz and Lindsay (2003) suggest methodological triangulation to reduce bias, to compensate for the weakness of one method through the strength of another, and to increase the validity of the analysis by giving a more rounded account. According to Cohen *et al*. (2007), triangulation is a process of corroborating evidence from different individuals (in this study, teachers and students), or methods of data collection (interview, FGD and observation), in qualitative research. Silverman (2004) notes that triangulation provides in-depth data from each information source. It adds to the validity of a research as many sides of the phenomenon are observed and analysed and put together to get a complete picture. To add to the validity of my research, I collected data from three different methods (methodological triangulation) and two different sample groups (respondent triangulation). I tried to explain the phenomenon of self-efficacy through an in-depth analysis of data so that the concept of self-efficacy and its role in the HE context of Pakistan was illuminated.

Moreover, qualitative research does not gather data from a large number of respondents. In principle, the nature of data should be in-depth in qualitative research (Silverman, 2007). The more in-depth the data are, the higher their quality and validity in qualitative research. As mentioned earlier, my sample consisted of only six teachers and almost 38 students (some students were absent even after giving their consent), it was very important that high quality data were collected from them. All the themes in interviews and discussion were carefully selected and, later, analysed. CROs added to the validity of data collected through interviews and focus groups. Adding to that, teachers were given freedom to look at the transcripts if they desired (although none changed anything). All these efforts were to maximise the validity of this qualitative study.

As stated earlier, internal validity means that the data can demonstrate what the research wants to explore. External validity deals with the generalisability of the result or findings. Bassey (2009)

explores another dimension of generalisation and believes that "particular events may lead to particular consequences" (p.6). He calls this fuzzy generalisation that is "neither likely to be true in every case, nor likely to be untrue in every case: it is something that *may* be true" (p.10). Hurt and McLaughlin (2012) are also of the same opinion and argue that it is possible to generalise from case studies provided the research is designed with this in mind. This seems a similar concept to "relatability" (Bassey, 1981:85) which is made clearer by Schofield (1990) who says that "thick description becomes more crucial in this regard to provide all the necessary information about the informed judgment" (p.226-227). Cohen *et al.* (2007) assert the importance of providing a clear, detailed and in-depth description in qualitative research so that others can decide the extent to which findings from one piece of research are generalisable to another situation. Basit (2010) argues that quantitative research and qualitative research cannot have the same kind of validity because these seek to meet different criteria. Qualitative research cannot be generalisable in the same way as quantitative research, but it cannot be considered invalid on these grounds.

3.7.2 Reliability

While validity refers to robustness and truthfulness of the research, reliability means that if the research is repeated at another time on similar participants in a similar context, it will produce the same results. In quantitative research, reliability means if similar methods and instruments are used with a similar sample, the results will also be the same. The uniqueness of qualitative research does not allow such replication. "In qualitative research, reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched" (Cohen *et al.*, 2007:149). In a small scale qualitative research, reliability cannot be promised through replication. Instead, "it includes trustworthiness, honesty, distinctiveness of context, authenticity, comprehensiveness, detail and depth of response, and significance of the research to the participants" (Holliday, 2007:70).

A qualitative researcher should be convincing about the precision in the data collection and analysis process so that they relate to the research questions, in order to be reliable. As stated earlier, I chose methodological and sample triangulation to achieve a higher degree of reliability.

Each method (interviews, FGDs, observations) was executed while thoroughly adhering to the principles of reliability. Hurt and McLaughlin (2012) suggest that to make observation reliable, a carefully planned observation schedule is important that includes inter-relationship of verbal to non-verbal behaviour, the contingent nature of interaction and functions of language. The reliability of qualitative semi-structured interviews and non-participant observation is doubted due to the subjective nature of these techniques. Karadag (2011) talks about how to make interviews reliable and advise methods like audio/video recording, field notes, proper homework by the researcher, member check, peer debriefing and training in research methods to reduce the threat of making the research unreliable. All these suggestions were followed while collecting data for this study.

Transcription of audio-recorded data weakens the reliability of the interpretation of data as it ignores important pauses and overlaps. Easton *et al*. (2000) warn about equipment failure and unfavourable environmental conditions and advise researchers to ensure smooth functioning of recording equipment with spare batteries and also make sure that the interview setting is as free as possible from background noise and interruptions. To be more technology-oriented during data collection increases its quality and reliability. "Computer-assisted recording and analysis of data mean that one can be more confident that the patterns reported actually exist throughout the data rather than in favourable examples" (Silverman, 2007:222). I audio recorded the interviews with teachers and video recorded the FGDs with students. All technical aspects were taken into account regarding the recording equipment. Transcriptions were done soon after each recording and then field notes were incorporated during the analysis to include the non-verbal element of the data. Interviews could not be video recorded as participating teachers did not consent to this method.

Before starting the actual research, it is essential to carry out a pilot study. It enhances the reliability and validity of the research by checking the entire procedure from checking the instruments to be used to data analysis, but on a smaller scale. The selected sample is also the representative of the main sample of the study. My study was therefore preceded by a pilot study, covered in detail later in the section on procedure (see section 3.10).

The choice of methods and strategies to undertake rigorous research requires a conscious effort on the part of the researcher to take care of the ethical issues related to the research process and all the stakeholders. The next section discusses the issue of research ethics in detail.

3.8   Research Ethics

Ethical considerations should be kept in mind at every step of the research – while choosing the research design, selecting the sample, collecting data, analyzing it, writing the findings and conclusions. Basit (2010) points out that the researcher must be sensitive towards the dignity, respect and well-being of the research participants. Further, the reported data and findings should not be falsified to appear socially acceptable or congruent with the hypothesis. Ethical issues not only relate to the rights of the participants but also to the methodological principles underpinning the research design (Silverman, 2007). Wilkinson (2003:31) observes:

> The reason why every project should go through some kind of ethics review is to remind researchers to think very seriously about two key questions: Is the research worth doing? Is the research explained clearly enough so that anyone asked to take part can make an informed decision about whether they want to consent or refuse?

Baker and Lee (2011) argue that research is influenced by the values of the researcher who is responsible for thinking about the stakeholders of the research and what the implications of the research for them will be. He further advises that researchers consult the ethical guidelines of their professional association. According to Holliday (2007), each stage in the research process contains some ethical issues; nature of the research project, context of the research, procedures to be adopted, methods of data collection, nature of the participants, the type of data collected, and what is to be done with the data. So, they suggest that while planning a research project, the researcher should consider obtaining informed consent, access to and acceptance in the research setting, matters of privacy, anonymity and confidentiality, formal codes of practice and responsibilities to the research committee.

Barbour (2008) suggests that researchers should be prepared to justify their research design to the ethics committee; how they plan to identify and approach potential participants, what they

are asking from participants, how they get consent, how they will maintain confidentiality and anonymity of the participants and the data, what impact the research has on participants and what impact it has on the researchers. In the case of this study, the research could not proceed without getting an ethics approval from the ethics committee of the degree-awarding university. It was after the approval of my ethics form (appendix 1) that I was allowed to continue with my research.

Barbour (2008) also points out that getting informed consent can be complex in qualitative research as the design and approach may evolve and the approach to get consent may also change as a result. Through a good rapport between the researcher and the researched, the feeling of confidence and trust is developed. Cohen *et al*. (2007) believe that the relationship between the researcher and the researched can be developed on the principle of informed consent that will lead to further ethical considerations. The ESRC (2005) guidelines state informed consent as the choice of the individuals whether they want to participate in the research or not after being informed of the entire process and how it might influence them. I got written informed consent (appendix 2) from the teachers after discussing my research objectives. The students were verbally informed and were requested to volunteer. Both groups, teachers and students, had complete freedom of choice to leave the project at any time.

Cohen *et al*. (2007) note that "the appropriateness of topic, design, methods, guarantees of confidentiality, analysis and dissemination of findings must be negotiated with relative openness, sensitivity, honesty, accuracy and scientific impartiality" (p.57). They believe that it can only be done if the researcher is clear about the aims of the research, which subjects to access, observational needs, overall timetable, arrangement to maintain confidentiality of the respondents and the data, and assistance required from the organisation involved. Basit (2010) also discusses several matters concerning research ethics such as access, informed consent, privacy, anonymity, and confidentiality. As I was working within an educational institution, the formal permission from the pro-Rector was obtained that was followed by a detailed discussion on the above mentioned issues. It was only after the approval of the Senior Administration that I was able to work freely at my research site.

At all times, the welfare of the subjects is more important than the potential contribution to the existing knowledge. The researcher should consider what the research will do to the community on a wider scale. Edward and Mauthner (2002) propound that ethical research is judged in terms of its after-effects for the existing body of knowledge and for society. My respondents gained confidence after having a detailed discussion with me on my research and its possible outcomes. It was only after this process that they promised their full support. It was evident from their thorough questioning regarding their anonymity and confidentiality that they were really concerned about their welfare. Furthermore, I felt it was my duty to honestly satisfy all the queries of my respondents before making them my research participants. All researchers are obliged to follow a certain code of ethics, yet the ethical responsibility towards the entire research process is also to be felt from within:

> The difficulty and yet the strength with ethical codes is that they cannot and do not provide specific advice for what to do in specific situations. Ultimately, it is researchers themselves, their integrity and conscience, informed by an acute awareness of ethical issues, underpinned by guideline codes and regulated practice, which should decide what to do in specific situation, and this should be justified, justifiable, thought through and defensible. (Cohen *et al.*, 2007:73)

The raw data collected for any research are meaningless until they are analysed in light of the specific research questions. The process of analysis is important as it leads to the conclusions which then refer back to the research questions. The next section explains the concept of analysis and describes in detail how the data were analysed for the present study.

3.9   Analysis

When data are gathered, they are in raw form which holds no meanings for the reader. To generate understandable meaning out of it, the researcher needs to analyse the data so that they illuminate the studied phenomenon. Miles and Huberman (1994) believe that the real task of the researcher is to analyse the data in such a way that corresponds with the underlying theory to elucidate a social event, remaining mindful of the validity and reliability of the process. Quantitative data are gathered from a large sample and are analysed usually by using a software

package. Qualitative data, on the other hand, are selected from a smaller sample and tend to be more in-depth and rich. Analysing such data is an intricate exercise as Basit (2003) notes:

> The analysis of qualitative data is usually seen as arduous. The reason why it is found to be difficult is that it is not fundamentally a mechanical or technical exercise [like analysing quantitative data]. It is a dynamic, intuitive and creative process if inductive reasoning, thinking and theorizing. (p.143)

The researcher should be prepared to analyse the data even before they are collected. Data analysis process that includes data organisation, selection of themes and their interpretation should be well conceived at a very early stage of the research (Marshall and Rossman, 2006). In this study, the themes related to the main variables in research questions (effective teaching, effective learning, teachers' self-efficacy. learners' self-efficacy) were gathered during the process of critique of the relevant literature. The current study has drawn on SCT and the sources of self-efficacy (mastery experience, vicarious experience, social persuasion, affective states) were constantly evaluated, both for the teachers and students, to examine their influence on the effectiveness of teaching and learning.

Researchers' stance and positioning play their role in data analysis as well because "it is the researcher who designs the research, chooses the methodology, and selects the categories for the analysis of qualitative data" (Basit, 2010:182). Cohen *et al.* (2007) caution that the researchers should remain conscious of their role and paradigm inclination to minimize the threat of bias. Though Yin (2009) believes that case study researchers do not have much guidance related to data analysis and much depends upon their own creative thinking and presentation, Basit (2010) maintains that in all kind of analysis, research skills of the researcher are needed because the purpose of analysing data is to determine assumptions, categories and relationships that would present the views of the respondents about the topic in particular. The most important task in analysing is to find explanations from the description. Here, the research skills of the researchers are required to decide what data are relevant to the research questions and then to analyse them accordingly.

Patton (2002) asserts that it is the "skill, knowledge, experience, creativity, diligence, and work of the qualitative analyst" (p.432) that gives meaning to the analysis process. As a qualitative researcher, working within interpretivist paradigm, I wanted to explore the phenomenon of self-efficacy through the eyes of the participants in a specific setting. The entire data were analysed while keeping in mind the themes emerging from the literature review, as well as new themes surfacing from the data related to the studied phenomenon.

While the data are read many times at literal, interpretive and reflexive levels (Mason, 2002), Ball (1991) emphasises the process of reading, rereading and understanding the data carefully to identify potential issues. During qualitative data collection, researchers gather plentiful data which need exploitation according to the research questions. Basit (2010) suggests care in selection of quotations from interviews and field notes, linking them to emerging themes and then analysing them. For my data analysis, I applied the coding process which is to "break down and deconstruct the data to make sense of them and then to reconstruct and synthesise the data to consider the links, similarities and differences" (Basit, 2010:189). Codes are "tags or labels for assigning units of meaning to the descriptive or inferential information" (Miles and Huberman, 1994:56) that which enable us to "highlight text and give it names and by doing so, help us to proceed with the process of analysis" (Basit 2010:190). Lewins and Silver (2007), mention two concepts: inductive (identifying new theories through data); and deductive (exploring existing theories through new data or in a new social context), while coding.

My coding process was deductive as the theoretical base of my study was established before data collection. Themes presented in the literature (appendix. 14) and emerging themes from the data were used as codes for analysis. The coding process was done keeping in mind the sub-questions of my study (What are the perceptions of teachers and students about the factors leading to effective teaching? To what extent do self-efficacy beliefs of teachers make them effective teachers? What strategies do effective teachers adopt to improve student learning? To what extent does the self-efficacy of teachers influence the self-efficacy of the students?). During the coding process, the reciprocal nature of self-efficacy also became evident and many factors of effective learning and students' self-efficacy were observed, providing self-efficacy information to the teachers. This reciprocal effect was further defined while documenting the findings of the

study. The sections in the findings chapters were developed according to my sub-questions, each section has the corresponding spider diagram, indicating the specific themes discussed in that section.

The first sub-question (What are the perceptions of teachers and students about the factors leading to effective teaching?) was related to the factors leading to effective teaching. All themes emerging from the data were accumulated under three main codes (class room management, teacher student relationship and teaching skills. Appendix 15). The analysis was done by supporting each code with sub-codes and relevant quotations from the literature, interviews, FGDs and evidence from CROs. Where relevant, a link between effective teaching and teachers' self-efficacy was established (chapter 4).

The second sub-question (To what extent do self-efficacy beliefs of teachers make them effective teachers?) was about the influence of self-efficacy beliefs of teachers on their teaching. Here, the triadic model approach (page 58) was used. All the factors producing self-efficacy data were gathered under the four sources of self-efficacy (as discussed in the literature review), and then their effect on the behaviour of the teachers was also identified (appendix 16). All environmental, social or affective factors and their subsequent effects were presented by codes which were further explained in the findings chapter four, supported by evidence emerging from the data.

The third sub-question (What strategies do effective teachers adopt to improve student learning?) was about techniques applied by effective teachers to advance learning. First, all emerging strategies were given codes. Then, four main codes were identified (understanding the learner, motivating feedback, syllabus coverage, teaching style. Appendix 17) which were further explained (chapter 5). A close link between these strategies and the sources that improve students' self-efficacy emerged which was discussed throughout.

The last sub-question (To what extent does the self-efficacy of teachers influence the self-efficacy of the students?) was related to the impact of teachers' self-efficacy on students' self-efficacy. The analysis was divided into two parts (appendix 18). The first part dealt with the

factors that indicated teachers' high self-efficacy and how it was related to effective learning. The second part indicated the effect of such teaching practice on students' self-efficacy in terms of positive self-efficacy information.

The critical appreciation of data, or data interpretation, solely depends upon the knowledge, intention, experience and skills of the researcher. The analysis process also goes through several stages which mean involvement with the text rather than a critical appreciation of it, to comprehend the meanings hidden in its abundance (Grbich, 2007). Analysis is followed by interpretation in which the researcher distances him/herself from the interpretations of the phenomenon made by previous research or research participants and, instead, generates new understanding. It has much to do with critique and creative thinking on the researcher's part (Basit, 2010). Wilkinson (2000) differentiates between analysis and interpretation:

> Analysis has a defined role [of] measuring, observing, interviewing and communicating the reality of the social world to others... [whereas interpretation] makes sense of human interactions and experience [and requires] deliberation and examination [by the researcher]. (pp.32-33)

To calculate the reliability, validity and ethical standing of a research, it is "incumbent on qualitative researcher to document the research procedure" (Kirk and Miller 1986:72, in Basit, 2010:70). The subsequent section provides details on how my research proceeded from conception till conclusions.

3.10   Procedure

After deciding to do research on teachers and students, my first inclination was towards teacher motivation theories and on what factor keeps them inspired towards their profession. During the initial stages of the literature review, it became evident that most of the research on motivation is done in organisations where workers are taken as paid employees. I believe, in an educational organisation, if teachers are treated like any other paid employee, it belittles their professional status. The teachers participating in the current study, working in a private educational organisation share similar view (see chapter on findings). During the review of literature, I came

across social cognitive theory by Bandura (1986) about the self-efficacy beliefs of individuals and how these beliefs enhance the competency and resilience of people in a specific context. This concept promised potential for my research context and felt closer to my ontological and epistemological stance. After reviewing the literature and developing my research title, further stages were of developing a research instrument, finding a sample, conducting the pilot study and planning the main study. The following sections present detail of each phase of the procedure.

3.10.1 Developing Research Instruments

After selecting interviews, FGDs and observations as my methods, the stage of formulating a qualitative semi-structured interview schedule was an arduous task as the majority of self-efficacy studies based on social cognitive theory in educational settings are quantitative studies, applying context-based self-efficacy instruments (Dinther *et al*., 2011). Narrowing down to teachers' self-efficacy beliefs, Dinther *et al*. (2011) observes that the most reliable scale, based on social cognitive theory, was created by Tschannen-Moran and Hoy (2001). Their 18-item instrument, which they named the Teachers' Sense of Efficacy Scale (TSES), constituted three different factors, which they identified as efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management. All of these factors, they pronounced, represented different tasks associated with teaching. I decided to adapt both the short (appendix 7) and long forms (appendix 8) of this instrument to develop an interview schedule (appendix 3). Formal permission was sought from the original developer of the instrument (Dr. Hoy) who graciously sent her consent (appendix 6).

The purpose of my interviews was not only to determine the self-efficacy beliefs of the teachers, but also their perceptions about effective teaching. To include this theme in the schedule, emerging themes regarding effective teaching from the relevant literature (e.g. class control, communication, understanding the learner) were incorporated into the schedule. Basit (2010) emphasises linking the contents of the interview questions to the research topic and objectives after reviewing the literature and former research on the topic. Questions in a schedule are valid only if they generate data that are relevant to research questions and lead to prolific conclusions.

While developing the schedule for FGDs, the fundamental objectives were to find out learners' perceptions about effective teaching and learners' self-efficacy beliefs regarding their learning. Themes surfacing from the literature were gathered (influence of family, teachers' feedback, use of teaching aids) and 15 discussion questions were formed (appendix 4) with the anticipation that further themes would rise along with the process. In order to explore teachers' and learners' self-efficacy, observing them in a real classroom situation was essential to obtain rich, in-depth data. Themes related to effective teaching, teachers' self-efficacy and learners' self-efficacy were manipulated to devise an observation schedule (appendix 5). Another purpose was to verify teachers' comments about effective teaching and learning during interviews and learners' comments about effective teaching and their self-efficacy during FGDs. The observation schedule was deliberately kept flexible to include field notes while observing the ongoing teaching-learning process. All schedules were reviewed and amended after the pilot study.

3.10.2   Pilot Study

A pilot study, that precedes the main study, enhances the validity and reliability of the research. It is mandatory to carry out a pilot because:

> Sometime, the main study is too ambitious. We may have decided to interview too many participants, observe several lessons, or design a rather elaborate experiment. A pilot study will give us a taste of what will be involved in the actual study and help us to scale down our objectives. (Basit, 2010:72)

A pilot study guides in designing a research study within the available time frame. It further provides assistance on modifying questionnaires, procedure, methods, coding and analysis of data.

The research site for this study was a Business School consisting of 10 departments. I was working within the department of English language and literature. Most of the courses were related to functional English, report writing and business communication. The faculty comprised four teachers, including me. I planned to focus on only one faculty for my pilot and selected my own departmental colleagues and their students as a convenience sample. After discussing my

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research purpose, topic, objectives and anticipation in detail, all teachers agreed to participate. They were given consent letters and interview timings were arranged according to their convenience. Interview schedules were given to them along with the consent letter to minimise any reservations they had. I was careful about the confidentiality and respect of my research participants as "researchers need to be especially vigilant when they are carrying out an investigation in their own institution and observing or interviewing their colleagues" (Basit, 2010:63). Following Hopkins's (2008) advice, I kept my research procedure open to suggestions from these participants. It was interesting to note that all of the participating teachers were interviewed for a PhD level research for the first time and their level of interest and comfort increased when they witnessed their own colleague conducting the study. As all of them were my seniors, their constant encouragement and support helped me throughout the pilot study. I audio recorded the interviews as participants were not comfortable with the interviews being video recorded.

For FGDs, I requested the teachers (three in total) who were participating in the pilot study to select 10 students each for me. On average, six students were present during each FGD. I conducted these discussions after class timings in classrooms. The students were briefed about the research and the importance of their participation in it. The discussion schedule was also shared before formally starting the discussion. When asked, the students showed no reservation regarding video recording the entire process. Field notes were taken to record prominent paralinguistic features (body language, tone, stress etc) of the ongoing communication.

The third stage was of CROs. It came after a break of three weeks due to semester holidays. In the meantime, I transcribed the interviews and FGDs and started coding the data manually. Sub-themes emerging from the data and those listed already from the reviewed literature were organized under Microsoft Word folders, named after major themes of this study (effective teaching, teachers' self-efficacy, effective learning, learners' self-efficacy). Illuminating quotes from the data were selected and put under each sub-theme. CROs were conducted in the meanwhile. In each observation, the teacher introduced me to the class before I took a seat in the rear corner of the room. Collected data from these observations were included under relevant themes. As Basit (2003) notes, preliminary data analysis starts as the researcher begins coding

the data. I kept recording my analytic comments regarding the relationships appearing among the themes and on how one major theme seemed to influence another (e.g. influence of effective teaching on learning).

3.10.3   Planning the Main Study

As a result of the pilot study, amendments were made to the research design. To justify my claim to originality, I needed to explain not only the context of a single business school but also of the entire HE system of Pakistan with special emphasis on private HEIs before singling out my research site. I had previously planned to interview 27 teachers in total and conduct FGDs with six students of each teacher. The pilot study made it clear that it would be an arduous task, not possible in a qualitative study by a single researcher. If I tried to handle this large sample, I might compromise the depth and richness of data analysis that is the essence of a qualitative research. Instead, for the main study, I chose only three departments; one from sciences (e.g. statistics, mathematics), one from humanities (e.g. foreign languages, psychology) and one department that lies in the middle (e.g. human resource, marketing).

Hence, for my principal study, I selected three departments; statistics, psychology and marketing, and two teachers from each department. The interview process was modified with the addition of more probing supplementary questions to get more in-depth data. (It was noticed that even asking 'Can you elaborate your answer further?' could generate far enriched data.) For FGDs, I personally went to the class of each teacher and introduced myself before asking for volunteers. It helped me in creating a better rapport with the participating students than in the pilot. Moreover, I transcribed the interviews and FGDs immediately after carrying them out and coded them manually. The latest literature on HE in Pakistan and on the public and private HE sector in the country was consulted and incorporated in my work (see chapter 1).

3.11   Reflexivity and Positioning

No research can be value-free. Every research study goes through several sophisticated tools to gather and analyse data but it is always the researcher who does the interpretation and presents

the results. Therefore, it is important for a researcher to be aware of researcher's stance or positioning. Basit (2010) suggests that a researcher should continuously practise reflexivity or critical self-examination:

> They [researchers] need to ponder, as they embark on research, where they are coming from; what they want to investigate; when, where, and how they want to examine those phenomena; why this will be the best possible way of carrying out their research; and how they can ensure that their research is carried out in an ethical manner. (Basit 2010:7)

If we engage in reflecting on ourselves (reflexivity) we need to make what May (2000:44) calls "a consideration of the practice of research, our place within it and the construction of our fields of inquiry themselves". The educational organisation, where I had been teaching for the past 10 years, was my research site. My topic of enquiry was exploring the influence of teachers' self-efficacy beliefs on teaching and learning. Both my parents have been language teachers and I was also teaching English language and literature. So, my inclination towards research on teachers was not by chance. Hopkins (2008) argues that because a researcher's inclination has a vivid impact on how the research is presented, the personal bias should be kept to a minimum:

> Research needs to be as objective as possible, and as any claim to objectivity or to a 'value-free' position is an illusion, personal biases have to be identified throughout the research process and strategies to minimise them have to be employed. (Hopkins, 2008:203)

Greenbank (2003) strongly emphasises that "the inclusion of reflexive accounts and the acknowledgement that educational research cannot be value-free should be included in all forms of research … researchers who do not include a reflexive account should be criticized" (p.798). My inclination towards the interpretive paradigm was due to my academic background in English literature. After studying writers and poets like Shakespeare and John Donne, one is bound to go deep into the realms of human nature and search the reason for every action, and reaction. Detailed answers of 'how' and 'why' become more important than that of 'what'. When I became a researcher, the same training of searching for the depth rather than breadth prevailed and it was supported by the interpretive paradigm. Through my research, I hoped to benefit my

employer/sponsoring organisation not only as a teacher but also as a policy maker and academic advisor.

As I had been in the teaching profession for ten years and had developed a good rapport within my institution, the respondent teachers for my study were also from the same organisation. All six of them were very learned and experienced in their respective fields and gathering data from them increased my confidence as a researcher as well as a teacher because I learnt a lot about teaching strategies. Halliday *et al*. (2002) also discuss the values of the researched in relation to those of the researcher. They argue that researchers should be open to the values and viewpoints of all concerned with the research and be willing to engage in dialogue:

> The researcher or writer is likely to have calculated how best to further her or his values without appearing to be biased or prejudiced. The outcome of research must not appear to be a prejudgment arrived at without due examination. (p.305)

The upcoming chapters (chapter four and five) are about the findings that emerged after implementing the chosen research methods to explore the self-efficacy beliefs of teachers and students in the given setting. This study has two major research questions with four sub-questions, so each major research question is addressed in a separate chapter. The next chapter is about the teachers' self-efficacy beliefs and effective teaching.

CHAPTER 4

TEACHERS' SELF-EFFICACY AND EFFECTIVE TEACHING

4.1   Views of Teachers and Students Regarding Effective Teaching

This chapter is related to my first research question (How does teachers' self-efficacy relate to effective teaching?). This particular section is related to my first sub-question (What are the perceptions of teachers and students about the factors leading to effective teaching?) and discusses the themes emerging from the coded data related to effective teaching and its components. All emerging themes were gathered under three major themes (classroom management, teacher-student relationship and teaching skills) during the coding of the data and were joined in spider diagrams (fig. 4.1). As discussed in chapter 2, effective teaching in HE has been a popular term in the educational literature for the last few decades (Allan and Clarke, 2008). This chapter will elucidate what the most important aspects of effective teaching are for the teachers and students in light of their experience in the present HE setting. The role of self-efficacy, if any, in making the teachers effective will be highlighted.

4.1.1   Classroom Management

The major theme of classroom management is further divided into four sub-themes (fig. 4.1). Managing a class successfully involves creating the most productive learning environment for students. While discussing classroom management, class control has been considered as one of the six essential dimensions to students' conceptions of an effective teacher in HE (Witcher *et al.*, 2001). In my study, none of the teachers explicitly talked about class 'control', rather class
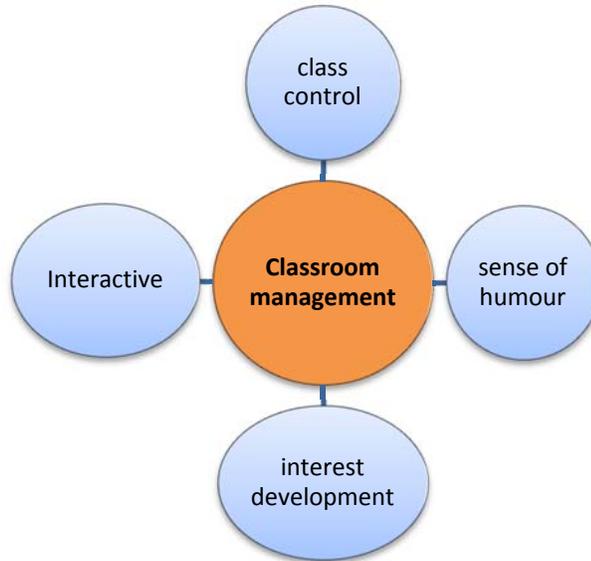
(Fig. 4.1: Effective teaching and classroom management)

'discipline', yet many of them disliked certain student behaviours while showing leniency as long as the learning process was not disturbed as was mentioned by Ms. Kiran:

> I do not like distracting and disturbing behaviour in the classroom. I do allow my student to crack jokes in the class as it lightens up the mood. But if they do not show interest in maintaining class discipline, I take serious action.

Mr. Ali became more specific about the kind of student behaviours. He expressed annoyance toward the use of mobile phones in the class. His comment showed his leniency when he told me that he did not confiscate the mobiles but just kept them for a while and then returned them. Almost all the teachers stated their unique way of handling the class control issues.

The teachers understood the need for the students to be independent and feel like a part of the learning process, not forced to do it. The vast majority of students, on the other hand, talked at length about how important it was for the teachers to 'make them work' in the classroom, as a student noted:

> She always comes in the class well prepared. She involves us so
> much in the lesson that we even forget about the time. We don't
> need any extra tuition because we do a lot in the class. (S4, FG6)

The above comment indicates that if a teacher is well prepared, the students consider it a characteristic of effective teaching. They value the learning opportunity that such teachers create in their classrooms. If students are involved in the class, they don't digress and remain in control. So, for effective learning, the involvement and interest of the student in the learning process is imperative.

It is important for a teacher not to be strict and to have a caring attitude in order to be effective. Levy and Peters (2002) argue that students prefer teachers who have a sense of humour, are excited about the material and are entertaining. Ms. Kiran emphasised that "a good teacher always puts a small element of wit in the topic to make the mood light". Ms. Rabia stated:

> All students are reachable in the sense that we should be aware of
> the ones who sleep with open eyes. The concentration span at this
> level is four to five minutes. Our classes are of 75 minutes. So it's
> important to split the lesson into different segments, or cut a joke
> to get the attention back, or to put a question or narrate an incident.

So, if the students are not paying attention, it does not always imply their disinterest. They might have just crossed their attention span. An effective teacher would know this fact and act accordingly. To have maximum attention of the students, an effective teacher makes a class relaxed with a touch of light humour. Even students are sometimes allowed to use humour, as Mr. Junaid described:

> Sometimes they do want to have some fun which is OK, because,
> of course, they are university students. If they want to crack a
> sensible joke, I let them do it.

Liu (2003) notes that where the personal qualities are discussed, effective teachers are described as enthusiastic, energetic, open and possessing a sense of humour. It was also noted in the CROs that the more relaxed the class was, the more learning was encouraged (CRO1, CRO5). It seemed that a relaxed atmosphere kept the students at ease, thus they did not feel stressed and the classroom environment provided them with encouraging self-efficacy information through

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positive affective states. Due to this increase in self-efficacy, even if the teacher criticised a student in a light way, the entire atmosphere of the class changed and students became more involved in the lesson. This factor of teaching was most prominently noted in CRO5 and, thus, it can be suggested that effective teaching improves learning by creating a relaxed learning environment that improves the affective states of the learners.

Along with the sense of humour, the ability to make a subject or topic interesting for the students is also considered a quality of an effective teacher. In Ramsden's (2003) work, six principles of effective teaching are discussed and creating interest in the topic is one of them. This is how Ms. Aafia explained it:

> A good teacher is able to make any subject interesting. No subject is interesting or boring itself. The teachers make them interesting or boring. For example, I do not like statistics. But I have just attended a class of stats by a very good teacher and because of that I find myself interested in stats now. So a good teacher will make a very dry subject so interesting that students are absorbed in that.

The above statement supports Ramsden's (2003) argument. If a teacher can make a subject interesting, the learning process is likely to become easy and this is the goal of effective teaching, as further added by Mr. Junaid:

> If you are able to reach out to the students, can develop their interest, make them understand with examples, and the students don't feel like going to the gallows while coming to your class, but are genuinely interested and anticipate something new or productive from you every time, then you are an effective teacher.

So, a teacher can make a subject interesting through relevant examples and innovative techniques to make the students curious for more. The students share this view about having an interest in the subject, as one remarked:

> An effective teacher is the one who does not let me sleep in the class. It means that I am not bored. She makes us study. We feel like studying, prepare for quizzes, presentations, tests and exams. (S6, FG4)

This denotes that, for students, effective teaching is interesting teaching. If they are not bored, they are attentive and are learning. The above comment also shows that if student are interested in the subjects, their mastery experience increases because they put more effort in the learning process.

During FGDs, the students discussed some of their previous teachers and came up with very interesting comments regarding subject knowledge of the teachers:

> Some teachers do have knowledge, but they don't know how to deliver it in an interesting way. For example, one of our teachers came from a big university and he had a PhD. But he was so poor in teaching that not a single student ever listened to him. He had absolutely no class control, even though he had a very strong knowledge base. (S1, FG6)

This indicated that the art of delivering knowledge in an interesting way is considered more important than subject knowledge by the students. An interesting teaching style gets the attention of the students and they remain attentive because they get involved in the learning process. The more they get genuinely interested in this process, the more their self-efficacy is likely to improve regarding their learning ability.

As mentioned in the previous chapter, teachers and student from various departments of a business school were selected as participants for this study. The departments varied from technical (statistics) to social science (psychology). It emerged from the data that though the technicality may have affected the students' belief about the subject (mainly due to past experience), it did not affect the view they had about the effectiveness of the teacher, as one student remarked that "when I first selected this course, I didn't like it that much. Then gradually, because of the teacher, I started enjoying it" (S2, FG2). Regardless of the subject, the interesting style of the teacher develops the interest of the students as well, as one student mentioned that "our teacher teaches in a very interesting way. We don't need books. Only by attending the class, we get to know what he is teaching" (S6, FG2).

It is suggested from the perspective of teachers and students about classroom management that, first, it depends upon the mastery of the teacher over teaching skills and subject knowledge and second, students value such teaching skills which ultimately make them willing to learn. In other words, if a teacher's classroom management is creating positive environmental factors to improve learners' self-efficacy, learners will consider such teachers effective.

4.1.2 Teacher-Student Relationship
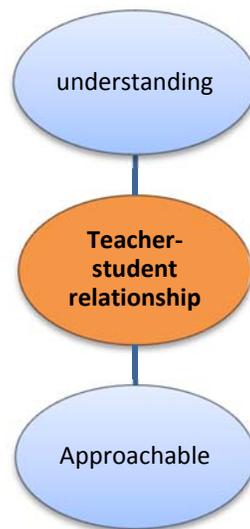
(Fig 4.2: Effective teaching and teacher-student relationship)

To make the teaching effective, not only creating interest in learning but also motivating the students is essential. The following comment by a student illustrates the relationship between learners' interest and their motivation towards learning:

> The main thing for a teacher is to create the interest of the students by saying what is relevant to the students. In other words, the teacher should not make a lesson boring. The way you deliver your lesson should be simple so that the students who want to study, who want to learn, actually learn. This is exactly what our teacher has. He motivates us to learn. We cannot think about anything else during his lessons. (S4, FG3)

Showing the link between the teachers' sense of humour and creating interest in the topic, Levy and Peters (2002) note that the students enrol in courses that have a comfortable atmosphere and interesting content. A similar idea is presented by the students:

> The best quality of our teacher is that he never lets us get bored in class. Whenever we ask him to stop the lesson, or we get tired, he changes the topic or makes a joke. After getting our attention, he again goes back to the topic. (S5, FG3)

This portrays that, in the view of the students, an effective teacher should make the content interesting, be aware of the attention span of the learners and know the strategies to maintain their interest levels.

While effective teachers help to facilitate students' interest and improve their affective states by creating a comfortable environment, the interactive nature of teaching is considered equally important, both by the students and teachers. The teachers, who were considered effective by their students, demonstrated their preference for a more interactive class. One such teacher shared his views:

> I have prescribed a book but I have banned the text book in the class. I want the students to be more interactive and listen to me rather than going through the book during the lesson. Of course there is no course without the book but the book is for home and the teacher is for the class. They both complement each other. (Mr. Junaid)

The above comment depicts the higher self-efficacy of the teacher about his teaching prowess. He is totally at ease while delivering the lecture and wants the students to learn through interaction with the teacher. Through this method, the teacher gives a chance to students for enactive mastery that is likely to improve their self-efficacy. While Mr. Junaid made the class interactive by banning the books within the classroom boundaries, Ms. Kiran remarked that to make a class interactive, she had to like the course herself. For this purpose, she created a rapport with the students. This rapport then resulted in an interactive class which reciprocally made her like the course. Analysing this comment in the light of self-efficacy literature (e.g. Bordelon *et al*., 2012; Pinto, 2012), the teacher improves the self-efficacy of students by creating an

interactive class that facilities mastery. When students respond positively, the teacher's self-efficacy regarding teaching ability is likely to improve. So, it can be a continuous two way process (indicating a reciprocal impact of self-efficacy mechanism) leading to a sense of achievement for both teachers and students. This will be discussed in detail in the upcoming sections.

The non-verbal messages by the students, combined with their academic performance, result in a better understanding on the part of the teachers. The development of this understanding in teachers improves the learning experience of the students as it builds up a strong bond between the teacher and the student, as apparent in Ms. Maria's observation:

> If I look at their faces, their facial expressions tell everything. When students understand, their faces become expressive; they become comfortable that they are getting it. You can easily pick out those who don't understand.

Nevertheless, effective teachers are very well aware of how students can manipulate their expressions and how the teacher can control the situation:

> The faces of the students are their greatest feedback. But some students are very good at hiding their expressions and keep nodding their heads. In such cases, I ask random questions in order to get a generalised idea of the overall understanding of the class. (Ms. Kiran)

So, for a teacher to be effective, creating a bond with the learners based on understanding and relevant teaching strategies is significant. During the discussion on developing an understanding and a bond with the students, the family background of the learners emerged as a prominent factor that could not be ignored. Family background plays an important part in the lives of the students, especially in Pakistan, where mostly parents or elder siblings provide the support for one's education. All the participating students were financed by their parents and fulfilling parental expectations came out as one of the main motivation for studies. With an understanding of the family background of the students, teachers are better able to connect with the students on a more personal level. The teachers in this study were well aware of the family influence on the learners, as Ms. Aafia illuminated:

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> The family background of the students, especially their parents, affects their learning a lot. The impact of the personality of the parents is always very sharp. Their enthusiasm takes the children a long way.

While this is a very positive perception of the family's influence on learning, some teachers, however, considered the family background as an obstacle in the learning process at HE level:

> All the weaknesses and strengths that the students bring in this HE institution are partly because of the schooling they had and partly because of the family background. The basic deficiency in our students in this regard is that neither or one of their parents has not been to university. They don't know what university is like, what attitude is needed for learning, what is the importance of HE learning and what difference it will make in life. (Ms. Rabia)

It might be just another side of the story. The literature on self-efficacy (Rezaei, 2012; Tai *et al*., 2012) claims that an effective teacher never focuses on problems, but on solutions. So, for a teacher to develop an encouraging optimistic bond with the learners, it is vital to have a goal-oriented focus and avoid complaining about the family background.

Further analysis of the data illustrated that the teachers who had a negative approach towards family influence lacked the ability to create such teacher-student relationship associated with effective teachers. The reason for this inability was the less encouraging attitude of the teachers because their focus was the background where the family stood, rather than the foreground that had the learner with the ability to learn, unlearn and relearn.

For an effective teacher, not only developing a rapport with the students, but also believing in the effectiveness of teaching is essential. Significantly, students demanded an understanding from the teacher which was based on their learning ability, and not on their grades, as one student argued:

> We know that grades are important, but learning is more important. If my CGPA (Cumulative Grade Point Average) is 3 but my

concepts are clear, I want to be appreciated. In employment, concepts are checked, not the degree. (S5, FG6)

Similarly, teachers also develop an understanding on how much the students learn. They agree that though good grades are important yet they are not the only criterion of learning. As a teacher (Ms. Maria) of statistics explained:

> We have the name list with GPA (Grade Point Average) so you can also guess the calibre of the student from there. But in statistics, if someone has a GPA of 3.9/4.0, it does not mean s/he is confident in stats as well. You might have the basic concept but lack the skill in figures and numbers. But if you are good in learning, you can do well in stats.

In a strong teacher-student relationship, teachers understand the strengths and weaknesses of their students and then link the teaching skills with student needs (Loughran and Russel, 1997; Subhani *et al.*, 2012; Naz, 2012). They consider all the factors involved, and are very observant of the student performance in the class, as is evident from the following comment:

> If a student is performing well in my subject, he has got an interest in that subject. In other words, he has got an aptitude for this particular subject. Secondly, the need to perform well is also there as they have to get good grades in order to get a good GPA. Third, it is also possible that the students have no interest or aptitude, yet the teacher is so influential and competent that the student develops an interest and starts performing well. (Ms. Kiran)

Thus, an effective teacher will look at all the reasons behind the students' performance instead of taking the entire credit. This denotes that effective teachers will acknowledge the strengths and aptitude of the learners in getting high grades or achieving the target goals rather than giving the entire credit to their own teaching performance. At the same time, such teachers positively believe that an effective teacher can influence learners to such an extent that they start performing well. This positive belief is evidence of high self-efficacy beliefs of effective teachers.

On the other hand, if the students are not performing well in class, the understanding of the teacher facilitates a thoughtful consideration of the situation. When asked about the reason for students' poor performance, Ms. Rabia stated:

> Students at bachelor's level are somewhat non-serious and less bothered about learning. Master's students are slightly more serious. Class timings also matter. The morning class at 8 is more motivated, attentive and disciplined. 11:00 am classes are less controlled as their energy level is higher. GPA of the class also counts. The presence of the repeaters in the class also matters as they are least bothered about studying the same thing again. They try to bother the teacher and fellow students.

So, instead of blaming and complaining, an effective teacher looks at the broader picture and goes to the root cause of the students' bad performance. This understanding leads to solutions. Adding to the discussion, Mr. Ali narrated his strategy of judging students' performance:

> If the attendance of the class is regular constantly and the students do not make lame excuses to leave my class, then they are interested in the lessons. If they participate during the class, are interactive, it means they are mentally present. If no hand rises when I ask a question, it means they are only present physically but are actually somewhere else.

It shows that a keen observation by the teacher is essential to develop a strong teacher-student bond. The majority of the students related their performance in the class to teachers' effectiveness. They might have some personal motivation to take the course, but their classroom attitude depended on the teacher entirely, as one student explained:

> Of course we have to study for the exams. Now, I know marketing is not that difficult. But our previous teacher never encouraged us in the class. He was not even punctual. If we didn't have our present teacher in this semester, I was thinking about leaving the course. (S3, FG4)

So, the encouraging attitude of the teacher can actually retain the students in the class and the teacher is naturally considered effective by the students.

The teachers who allow the students to come to their office for discussion are highly rated by the students. Liu (2003) notes that effective teachers are considered approachable and open. An example of the above approach was narrated by Ms. Aafia:

> Once I refused to take a student in my course who flunked twice. But she insisted that she wanted to remain in my class. Then I advised her to study and let her stay. She used to come to me after each class with areas of difficulty. So this extra time really helped her in passing the next time. My office is always open for students.

This suggests that a little more attention from the teacher, especially on a one-to-one basis, can improve the self-efficacy of learners and results in the desired learning outcomes. The above comment also shows that an effective teacher senses the learning desire in students and understands their need for positive reinforcement. Then, the accessibility of such a teacher can act as a positive factor that provides the opportunity to improve learners' mastery on the content. This mastery results in high self-efficacy.

When inquired how much time they are ready to spare for the students, the majority of the teachers (except Mr. Ali) claimed that being available for the students was their top priority. Interestingly, as discussed later, the students corroborated this view. Although students rate approachable teachers as effective teachers, not all effective teachers are available. Mr. Junaid argued:

> I am a strong believer that a university should have the majority of its faculty as permanent. Our drawback is, our full time faculty is 30% and the visiting faculty is 70%. I am not denying their importance but they only come to the college for that one and a half hour (90 minutes) so they cannot give time to the students other than the class time. We are here from 40 to 45 hours a week. If I spend 2-3 hours in class every day, the rest of the time, I am in my office and the door is open for the students.

The students communicated similar views about the availability of teachers:

> We are allowed to go to her with our problems. I always go to her with problems relating to studies. For instance, once we needed lecture leave so we asked and she granted it. Or once I asked her

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for suggestions about my selection of courses. She is very easy to approach. (S5, FG3)

The above comment vividly expresses the comfort of the student, and the credit goes to the teacher who has created such a strong bond with students. To take the discussion on approachable teachers a step further, students value teachers who are available and are ready to listen to them. They feel a certain bond with such teachers and this linkage establishes these teachers as effective:

We go to him to discuss all kind of problems relating to studies, our personal life, career, job, and friends. He always gives us the best suggestions. We discuss with him the problems relating to other subjects as well. He also helps us in finding the internships. (S3, FG3)

This suggests that the students not only want to share their academic issues with the teachers, but personal issues, too. The following comment by a student describes how special a teacher becomes if s/he is ready to listen to the students with genuine concern:

He is not like any ordinary teacher. He is a very friendly teacher. We are not that comfortable with other teachers. Others only teach, check papers and give marks. They might show disappointment at results, but that's it. But the connection and the bond we have with him is not ordinary. We used to go to him daily and we always felt welcomed. He shows that he is concerned about us. (S5, FG3)

As Papastergiou (2010) argues, encouraging interaction with teachers works as social persuasion while their comfortable presence enhances the positive affective states of the students as well. Similarly, comments like the one above show that approachable teachers are not only effective for the desired learning outcome, but also for the emotional well-being of the students. Students value a friendly and positive bond with teachers because it provides them with constant social persuasion. Furthermore, a friendly teacher in likely to keep them relaxed during the learning process and due to low stress levels students feel more motivated towards learning. Above all, learners value the feelings of being understood and being genuinely taken care of. All these feelings and persuasion generated from the teacher's personality ultimately improve learners'

self-efficacy about their learning and induce the element of motivation in their behaviour. The following statement by a student further strengthens the above argument:

> Our teacher is very polite and I have never seen her angry. She always welcomes us in her office if we want to ask something or if we have any problem. She is very good and cooperative in this regard. (S3, FG5)

Thus, approachable and understanding teachers enhance the self-efficacy beliefs of the students by being polite, friendly, encouraging and, above all, available because all these characteristics can result in positive social persuasion and encouraging affective states of learners. Being approachable outside the classroom (providing persuasion and positive affective state) and being skilful within the classroom (enhancing mastery and vicarious learning) are considered to be the hallmarks of effective teachers. Again, an effective teacher is emerging as the one who has a positive influence on students' self-efficacy.

4.1.3   Teaching Skills
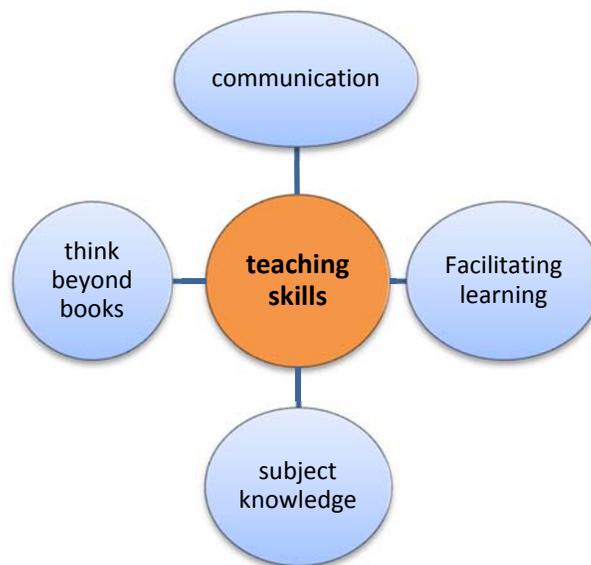
(Fig. 4.3: Effective teaching and teaching skills)

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Teaching skills of effective teachers are discussed under four sub-themes: Communication, facilitating learning, subject-knowledge, and thinking beyond books.

Bartram and Bailey (2009) argue that the teaching skills of teachers support students' understanding of effective teaching. The teachers participating in the present study considered communication as the most important skill in teaching:

> It's all about communicating something that you know. Students don't know certain things and you have to make them get that concept, that's all. (Ms. Maria)

Ms. Rabia talked in detail about what kind of communication is important for effective learning outcomes:

> As a teacher of statistics, I know a topic completely and I know the concepts. But the major thing is how I communicate that thing to facilitate the learners or how easy I make it for the student. We have relatively weak students here. We do have brilliant ones but mostly rather weak ones. So I have to tackle all of them. So it matters that I make it simple to such a level that this mathematical subject appears easy to them. Some students have a background in biology so they have absolutely no clue of stats.

Therefore, communicating a lesson in the most comprehensive way to the students, with an understanding of their calibre, is a principal teaching skill for effective teachers. This skill involves mastery of the teacher on the subject knowledge and on the skill of lesson planning. If the students understand the well planned and well delivered content, they express their understanding through instant feedback or through good performance in exams or class-tests. This reciprocally makes the teacher more efficacious.

Similarly, to communicate with the student at such a level that the content becomes comprehensible for them is the most desirable teaching skill, as Ms. Aafia remarked:

> An effective teacher is a master in the art of delivery of the content. You can be a high achiever in any field, but if you cannot

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deliver in teaching, you are nowhere. An effective teacher is the
one who can deliver with ease and comfort.

Whereas communication is considered an important teaching skill of effective teachers, it is also considered an important skill to be learnt by the students in HE. Stefl-Mabry (2005) indicates that new models of instruction are needed at all levels of education to enable learners to develop critical thinking skills that will facilitate their ability to communicate and collaborate.

Moreover, the teachers believed that communication should be learnt as a skill for a successful future in the job market:

> I believe communication skills and presentation skills are most
> important for our students to learn. In business, communication
> and presentation skills are really important as you can't become a
> manager without them. (Mr. Ali)

As the data was collected from a business school, all the students wanted to become successful in various managerial positions in future. Only teachers with effective communication skills can motivate the learners to master this skill through constant persuasion, role-modelling and creating a comfortable encouraging learning environment.

Adding to the discussion of effective teaching skills, Bain (2004) recommends that to be successful in the mission of encouraging effective learning, teachers need to come down from the power position and facilitate the learners in their independent learning. Gruenbaum (2010) and Chang *et al*. (2011) argue that the main purpose of effective teaching is to facilitate the learners in making their experience of learning easy. While sharing experience of facilitating the students, Ms. Maria narrated:

> In my previous class of research methods, I taught a topic and
> some students told me that nobody understood it completely. They
> do communicate. Now, I will skip the new topic and revise this
> topic with more exercises so that they don't face any problem.

Hence, initially, it is important for the teacher to listen and understand the problem of the students. Then, even more important is to modify some teaching strategies to facilitate learning.

Thus, it is considered a facilitating teaching skill by the teachers to be able to adapt the teaching strategy.

On the other hand, the students had another concept about effective teaching. They regarded good grades a great facility in the learning process. "If a teacher teaches well and gives good grades, I would call him/her an effective teacher" (S7, FG6). Students presented several reasons to justify the desire for good grades such as future jobs, satisfaction of parents who support the studies, 50% discount in tuition fee on 3.0/4.0 GPA , and credit transfer to any foreign university in case of admission. One student commented that if a teacher improved the grade after re-checking the test, it really was a great source of happiness for him.

The literature (e.g. Erlich and Russ-Eft, 2011; Pinto, 2012) on effective teachers indicates that the teachers who facilitate students' learning process are not rigid. The students in this study agreed that if a teacher showed understanding of their workload and extended the final submission date of an assignment, even this little leniency was considered an effective teaching skill. It can be said that if an effective teacher relaxes the burden of the workload of students, it is actually done to facilitate learning. At the same time, students respond by working harder and do not take it as mere leniency on the part of the teachers.

The teaching skill of intelligently understanding the students' needs helps in building a link between teachers and students, as does the teachers' command over subject knowledge. Tam *et al*. (2009) define this command as a teacher's quality to build a strong rapport with students through the knowledge and skills about subject content. According to Witcher *et al*. (2001), subject knowledge is one of the six essential dimensions to students' attributes of an effective teacher in HE. Along with the subject knowledge, planning how to deliver this knowledge most effectively is equally important, as Mr. Junaid elucidated:

> It's not like we just stand in front of the class and start lecturing.
> First, we make a course outline with the aim of why this course is
> being taught. Then we make a lesson plan.

The debate on the right way of delivering subject knowledge connects to effective communication skills of teachers. Furthermore, Ms. Kiran emphasised updating one's own knowledge to satisfy the learning needs of the students:

> Students' feedback is through their questions. Before your lesson, you should read, read and read and then deliver a session and clarify everything. But if you are not clear about a topic, don't take it to the class. First, learn it yourself, and then go to class. But still if a student asks about something that I have no knowledge of, and then I ask them to give me one day so that I can look it up. Of course we are human beings, not an encyclopaedia.

So, not only the understanding of 'how' to deliver but knowing 'what' to deliver is also an effective teaching skill. Ms. Rabia talked about updating the existing knowledge to avoid making it "a stinking pond of stagnant water". This suggests that effective teachers not only know that mastery over content is essential but also are aware of how to acquire it.

It is worth mentioning here that the command over subject knowledge requires an understanding of the local context where that subject knowledge is to be delivered. This skill of adaptation is crucial for productive learning outcomes, as one head of the department explained:

> The process of developing a course is not the creation of one person. We look at courses at different foreign universities and then try to fit them to our culture, according to the demand of our market. So we select a course and then adapt it to our local scenario. It's a sort of combination of creating and adapting. (Mr. Ali)

Going back to the description of self-efficacy by Bandura (1997), it is the perception about one's ability to perform a task in a given context. Effective teachers are believed to be aware of the setting or context where they deliver certain content so that they adapt the teaching material according to the requirement of the context to make the content useful. This adaptation is important for business students because they have to become professionals in their local contexts. If their course is not related to their indigenous market, they will be at a loss once they enter the business world. Thus, it is very important to match the content to the context so that the students learn how to practically implement their knowledge in the world of work.

While Liu (2003) considers command over subject knowledge as a quality of effective teachers, the teachers in this study considered this command as the major source of their effectiveness in the class, as Ms. Aafia commented:

> The science of teaching requires constantly updating my knowledge, looking for new material, benchmarking the course outline, designing new activities and developing fresh assignments. It makes me confident that I can do it even if I have a class of 45 or 50. It doesn't make any difference.

This comment is suggestive of how the command over subject knowledge results in the formation of high self-efficacy beliefs of a teacher because of enactive mastery experience gained through the upgrading of knowledge. While the above comment describes how subject knowledge improves self-efficacy, the statement by Ms. Kiran below indicates that insufficient subject knowledge might result in decline of a teacher's self-efficacy:

> A good teacher needs to have a good command over the subject. I might think very highly of myself and might be very confident of my teaching skills, but if I don't have a command over my subject, my confidence is of no use. For example, if I am asked to teach mathematics, I will lose all my confidence. So I guess the most important thing to become a good teacher is to have a grip over the subject.

Effective teachers, through the virtue of their reading, take the learners beyond the realm of textbooks. Tam *et al*. (2009) observe that favourite teachers are described as knowledgeable about curriculum and instruction, making connections to student learning beyond textbooks and examinations, whereas least favourite teachers are indifferent, difficult to talk to, and employ didactic delivery modes that teach content for examinations only.

The participating teachers in the present study had a similar perspective. The development of the right attitude towards learning is far more important than the knowledge base itself, as Ms. Rabia explained:

> A person can only be employed because of the right attitude, knowledge and skill. We are working hard to develop knowledge and skill but nothing to develop attitude. People can change their attitude up to a certain age. The most significant thing to be done is the effort to develop the right attitude among our students.

Modern HE students are well aware of the demand of the present world and they expect the teacher to punctuate content delivery with up-to-date references and examples:

> An effective teacher will explain everything new in a modern style. He won't have the same 3-4 year old pattern that he follows blindly. He will add new examples in his sessions and tell us what is happening in the modern world through his teaching. (S3, FG6)

It can be said that books do give information, but it is the job of an effective teacher to communicate the subject knowledge with ease and skill in order to help develop the right attitude among the HE students that will be beneficial for their future life, both personal and professional.

4.1.4 Conclusion

In this section, I have analysed the perceptions of the students and teachers about effective teaching. For the teachers, classroom management and teaching skills are the most important elements of effective teaching, whereas students give more value to teacher-student relationship. For the students, those teachers who put effort in creating a bond with the students are seen as the most valuable and effective. The most important effort in this regard is extending a sympathetic listening ear to the learners to solve their problems. An important theme emerging from the entire discussion is that effective teaching skills are effective because they enhance the self-efficacy of students either by facilitating their mastery or vicarious experience or by providing them with positive persuasion or affective states. The final focus of effective teaching remains getting the desired learning outcome. Another important emerging theme here is that when students achieve their learning outcomes, they provide positive feedback to their teachers in return and this feedback enhances the self-efficacy of the teachers. The later sections will discuss in detail how exactly effective teachers try to achieve that outcome and what role self-efficacy plays in this process. The next section discusses the role of teachers' self-efficacy on teaching.

4.2   The Influence of Teachers' Self-Efficacy on Teaching

The previous section demonstrates the facets of effective teaching perceived by the participating teachers and students in this study. This section is related to my second sub-question (To what extent do self-efficacy beliefs of teachers make them effective teachers?) and explores the teaching characteristics that demonstrate the self-efficacy beliefs of the teachers that ultimately affect their teaching and make them effective teachers. The data were analysed while keeping in mind the factors providing all four sources of self-efficacy noted below, and their impact on teaching in the given context. These factors and their impact are presented through spider diagrams and are analysed in the upcoming sub-sections. As noted earlier, the literature on self-efficacy (Rezaei, 2012; Tai *et al.*, 2012) presents four sources of self-efficacy beliefs: Mastery experience (achieved through personal experience), vicarious experience (achieved through observing examples of others), social persuasion (support from others, or lack of it) and affective states (physiological states). This section explains how self-efficacy beliefs of the teachers are detected and how these beliefs play a role in making the teachers effective.

4.2.1   Mastery Experiences and Their Influence

The sources of teachers' mastery experience and their influence on teaching is depicted in fig. 4.4. Bandura (1986, 1997) stresses successful mastery experience to be crucial for the high self-efficacy of an individual. Similarly, the teachers in this study expressed the view that their experience in the teaching field has given them confidence. This experience is actually the mastery they have over the profession that increases their self-efficacy. Mastery achieved through teaching experience influences the self-efficacy of learners and reciprocally enhances teachers' self-efficacy. This entire mechanism broadens the vision of a teacher and the real purpose of education becomes clearer, i.e. student learning. So improved self-efficacy achieved through this reciprocal process results in a better perspective on the part of the teachers towards learning:

> Through teaching, we want to achieve learning itself. In the end, I want to see that my student is a useful citizen and a good professional. This is what actual education is. (Ms. Aafia)

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The above comment is from an experienced teacher who has a thorough understanding of the purpose of education. Furthermore, Mr. Ali's comment explains the reason for his self-efficacy:

> I am confident because I have been trained as a teacher. I did a master's in business education that has two components. One is business, other is teaching; how do you teach business. First, I learned all the business courses. Then I learned how to teach various courses.

The self-efficacy evident from the above comment shows that mastery not only comes from practical experience, but also from the training one receives, focussing on the profession.
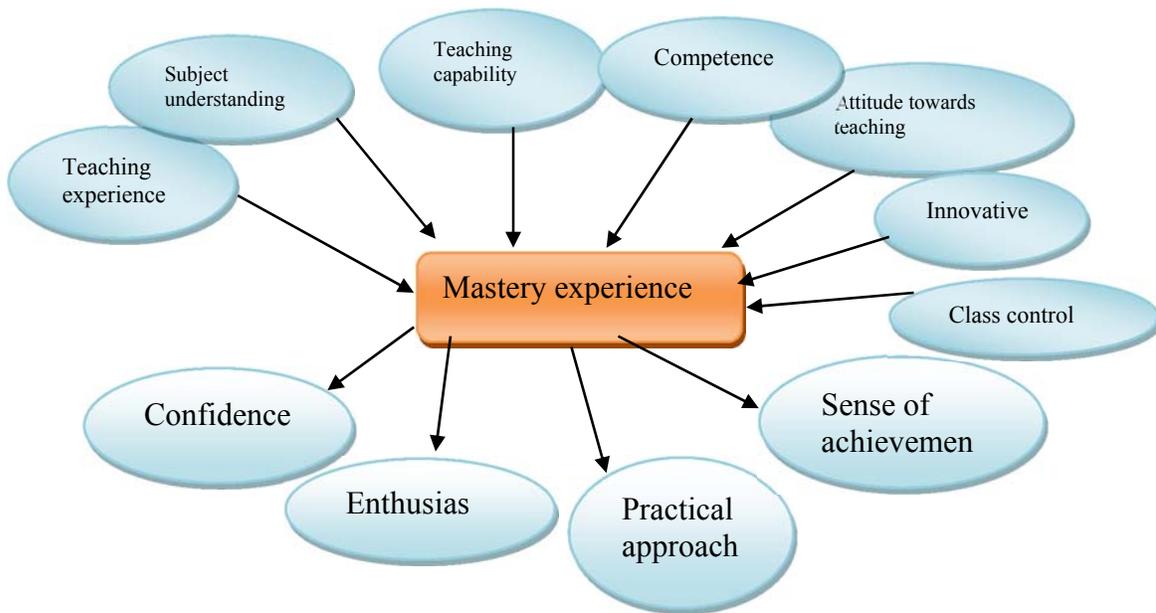
(Fig 4.4: Sources of mastery experience and its impact on teaching)

A few teachers argued that the mastery coming from teaching was not necessarily bound to academic background, as Mr. Junaid stated:

> I have taught at advanced levels but never got any formal teacher training. My professional experience at corporate level keeps me at ease and helps me a lot because that's exactly what I am teaching.

Mr Junaid is a teacher of Marketing and he has experience of working for several brands before he joined academia as a teacher. His comment depicts that, just like formal training, the practical experience of a teacher in the subject area also acts as a source of mastery experience. It is truly applicable in the given context of a business institution where teachers are preparing the students for practical skills in marketing and management.

Other than experience, Bartram and Bailey (2009) argue that one of the four key areas that support students' understanding of effective teaching is teachers' knowledge. If a teacher shows understanding of the subject, it is a likely indicator that his/her self-efficacy is high about subject knowledge. The grasp over subject knowledge comes from experience. Most of the teachers' comments show that this grasp was the principal source of a teacher's self-efficacy, as expressed in the following comment:

> What I am teaching here is very introductory and initial. So I don't have any problem. I don't need to go to the Dean or any other statistician to understand a concept. If I was teaching at a higher level, then maybe I would have to go to the Dean regularly to ask how to design or deliver the course. (Ms. Maria)

The above comment suggests that the teacher is quite efficacious about the subject knowledge of the teaching task. She is also aware of the need to improve in case of an advanced teaching task, but so far, her subject knowledge and teaching experience provide her enough self-efficacy. Nevertheless, the students were the best judge of a teacher's effectiveness and they unanimously agreed that a teacher's knowledge was the source of that teacher's confidence. One student remarked about his teacher:

> His knowledge makes him very confident. The lesson is well-prepared. The students respect the knowledge base of the teacher and pay attention. (S3, FG3)

So the subject knowledge of the teacher leads to a well-prepared lesson that results in high self-efficacy about teaching and respect from the learners.

A teacher's self-efficacy about teaching competence (ability to perform the teaching task) is incomplete without the art of delivery. Bandura (1997) believes that a capability is good only to the extent to which it is executed. So, if a teacher is capable of delivering the content effectively, only then the teaching can be called effective. No matter how efficacious the teacher might believe s/he is, this ability to deliver the content is evidence of the mastery of that teacher. As noted by Dees *et al.* (2007), teaching is a complicated art that requires certain skills and tactics as the entire discussion on 'effective' teaching, 'quality' teaching, or teaching 'artistry' converges on one aspect of teaching – skill or capability.

The teachers in this study expressed their understanding towards this capability, as one admitted, "The most important thing I learnt was how to put my ideas into practice" (Ms. Rabia). The majority of them expressed their ability while discussing their experience:

> Whatever I am going to teach, I write down its points and examples, note down the sequence in which it is to be communicated; what are the pointers? How much time is required for each task? Which questions to be done in class and which to give for homework? I also solve the numericals that are to be done in the class because sometimes you feel confident that you can do it, but students sometimes present such an issue that you feel you should have solved it beforehand. So I have learned to solve these numericals beforehand. And I also solve those numericals, that I give them for homework to manage their understanding issues. (Ms. Maria)

This thorough lesson planning reinforces the mastery of the teachers and consequently their self-efficacy in teaching is likely to increase. The ability to deliver comes with the understanding of the learning purpose. Learning in HE is most effective if it is independent (Allan and Clarke, 2008). Effective teachers consciously make an effort to give this realisation to the learners:

> Students from rural or feudal backgrounds come here just to pass time. For them, learning is not instrumental. Still I make them conscious. I tell them what value they will give to their family, community and society after this learning. I make them think about it. I make maximum effort to make them think, to recognize their role as human beings, as members of a society and community and become effective agents of change. (Ms. Aafia)

If a teacher prepares a lesson with an understanding of the learning purpose, as presented in the above comment, the mastery of the teacher will naturally transfer to the students and make them independent thinkers. Such teachers also use their understanding of student psyche when they make their learners realise the importance of education. Such teaching strategies are discussed in detail in the next chapter.

Teacher's mastery is evident not only through their capability but also through their teaching competence. Goddard *et al.* (2004) postulate two key elements in the development of teaching self-efficacy: analysis of the teaching task and the assessment of teaching competence. Bandura (1997) notes a self-system that enables individuals to exercise a measure of control over their thoughts, feelings, motivations and actions. Schunk and Pajares (2001) relate this self-system to competence and Pajares (2001a) notes that self-efficacy regulates the way in which an individual perceives his/her competency. Most of the teachers in my study perceived their competence depending on their own preferences. These preferences came from their mastery experience over a period of time:

> I am teaching three courses. I really like marketing research because I like to do and teach about research. I have a mind of a researcher. Over the course of time, I have developed my expertise in that. So, I feel more confident in teaching about research. (Mr. Ali)

This gradual competence results in proper lesson planning and a command over the course progress. Ms. Maria commented that because she planned her lesson regularly before every semester, she didn't need to change it frequently during the semester. Yet, she improved and modified her lessons from semester to semester. This practice can only come with a mastery experience gained over a sufficient period of time.

Furthermore, the mastery that teachers achieve through their competence makes them very conscious of their performance as their expectations of themselves get higher:

> If I ever get the sense that I am not performing well, I will quit the job. It has never happened in my entire life. If I am not prepared, I

don't go to the class. I would do the make-up class later. Now, I have enough experience, but even when I was young, I preferred leaving the class if I was not prepared. I don't want to cheat the students. (Mr. Ali)

The above comment indicates that the teacher is well aware of his mastery through his knowledge and experience and this mastery has raised the bar of expectations of himself. If he feels that he is not performing up to his own standards, he would not do the task at all rather than doing a sub-standard job. Having high expectations of oneself is a prominent factor of people with high self-efficacy beliefs about their competency. They are likely to cognitively process their own performance and a low performance does not match with their self-beliefs. They then do a better job to satisfy their own perceptions. The above statement not only depicts the high self-efficacy of the teacher, but also denotes that teachers with high self-efficacy levels are more conscious of their teaching performance and its influence on students as compared to a teacher with low self-efficacy for teaching. Teachers with high self-efficacy are likely to improve the self-efficacy of learners who then reciprocally increase the self-efficacy of teachers through their learning performance. On the other hand, teachers with low self-efficacy might decrease the self-efficacy of learners and reciprocally their own self-efficacy goes down. Thus, highly efficacious teachers are likely to strive to improve learners' self-efficacy in order to improve their own self-perceptions about their teaching.

The debate on teachers' expectations of themselves is extended by Ashby (2007) while discussing effective teaching. A teacher's attitude towards teaching tells a lot about his/her self-efficacy beliefs. The more enthusiasm a teacher shows, the higher the self-efficacy beliefs are, and the more effective s/he is considered by the students (Witcher *et al.* 2001). All participating teachers in this study conveyed a natural desire to become teachers. No one was forced to choose this profession. This attitude confirmed an enthusiastic approach towards the teaching job:

Traditionally speaking, teachers are born, not made. So I guess I had a natural aptitude for teaching as I used to teach my younger siblings, cousins and people who used to come to me for study help. So I had a natural talent for teaching and yes, I love my profession. I started by teaching and didn't join any other profession. (Mr. Junaid)

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While proudly mentioning his 36 years in the teaching profession, Mr. Ali said:

> I was a born teacher. I always had this passion in me. My first job was in a school and now it has been 36 years, since 1972. I am not sure about why I like teaching. The desire of becoming a teacher was somewhere in me.

The enthusiasm and passion for teaching leads to a desire for competence as Ms. Rabia illuminated:

> I decided to become a modern teacher and for that, I decided to learn about modern teaching and learning first. So I took a break from teaching. There was a huge gap from what I learnt in 1989 and the present status of knowledge. So I spent four years in learning how to teach and did my Masters.

She further stated:

> The best time is now when I am teaching. I consider myself experienced. When I came initially, I just had the passion that I have to teach students but I had no skills or training. So I learned how to tackle students, how to design a course, how to make students comfortable, so now I am enjoying. (Ms. Aafia)

So, the natural inclination towards teaching turns into a desire to learn more about the field and this learning adds to the mastery experience of a teacher. Some teachers enter this profession following their desire to teach and the enactive mastery experience makes them efficacious. In other words, their self-efficacy increases through their actual practice. Reciprocally, when the passion turns into mastery experience through practice, the latter then adds value to the passion due to the encouraging and positive feedback received from students and the organisation. In other words, this mastery creates an understanding of the importance and value of passion on the part of the teacher, as Ms. Kiran said:

> I came into this profession because I always wanted to be a teacher. The people who reach university without trying, they think of themselves as masters of everything and forget to learn for their

own sakes. As a result, their knowledge becomes stagnant with the passage of time.

So, it is important to keep the flame of passion for teaching alive. For this, the right attitude towards the teaching profession is crucial. This is discussed in detail later when the effect of teachers' self-efficacy on students' self-efficacy is explored.

Nevertheless, the evidence that teachers' positive attitude increases their self-efficacy through mastery experience is that they inculcate this enthusiasm in their students. Ms. Rabia explained the reason why effective teachers want their students to learn well:

> It is any teacher's heart's drive and impulse to get the best out of the students. If some teachers are unable to do so, they try their utmost to boost or escalate grades to satisfy themselves that their students are not that bad. Basically the teachers can't face themselves if their students perform badly.

In self-efficacy literature (e.g. Bordelon *et al*., 2012), it is known that effective teachers take responsibility for the performance of their students. They are aware of their own competence and they perform the teaching tasks with the belief that they can make their students learn. Thus, if teachers take responsibility for the performance of learners, it shows their high self-efficacy beliefs. The above comment is representative of all effective teachers who want effective learning outcomes from their students. It is again suggestive of the reciprocal mechanism of self-efficacy. Students' good performance becomes an encouraging environmental factor for teachers and their self-efficacy about their own effectiveness improves. This high self-efficacy is likely to affect their behaviour by making them more enthusiastic.

However, at this stage, Mr. Junaid noted that, with passion, it is important for a teacher to have the communication skills that are essential for HE teachers:

> Teaching is something that you can learn to a certain extent but there should be a natural quality in you as well. An introvert can't, and shouldn't be a teacher. If an introvert goes to an office at 8 am, he can choose not to talk to people and just sit at the desk. But if he is a teacher, he can't escape talking and interacting with students. You have to love the profession to be a university teacher.

This comment reinforces the discussion on characteristics of teachers where communication emerges as a major quality of effective teachers.

A positive attitude, gained through experience, not only makes the teachers enjoy their work but also never lets them lose their passion for teaching as Ms. Aafia elaborated:

> I always enjoy teaching. Whenever I am teaching, it is the best time. If I had some low moment because of somebody, I never attributed it to my teaching. I sometimes feel some students' behaviour disturbing but I cannot call it a low time in teaching. I go to the class as if they are a new set of students and I am going to teach them for the first time.

This comment describes the passion of an effective teacher towards the teaching profession. These teachers have such high self-efficacy regarding their teaching that they do not attribute any low time to their profession. They always remain positive and enthusiastic about teaching. This is exactly how effective teachers are described in self-efficacy literature (Rezaei, 2012). These teachers are very optimistic and never lose hope in teaching or in their students. Similar feelings were conveyed by Ms. Rabia:

> It was great when I was given the opportunity to teach. Every passing day is a great day. I might have personal reasons for not performing to my optimal level on some days but otherwise, I have a good time every day because I am among the youth that has the wildest of ideas, knows no barriers of doing and thinking. It feels wonderful. I believe that the youth is the future of the nation and country. They have great potential that we are just not channelizing. When they realize that their potential has been wasted, they think that this country is not for them.

This zeal for learners links back to the discussion on effective teaching where this encouraging attitude is considered to be an attribute of effective teachers.

Digging further on to find the origin of the inspiration for this profession, every teacher was found to be nourishing individual motivations. For instance, Ms. Maria and Ms. Kiran got inspiration from their teachers. Mr. Junaid used to work for the British Council teachers' training programme and after observing how the teachers were respected, he planned to be a teacher as

well. Ms. Aafia incidentally found this passion during her internship in a school. Ms. Rabia was inspired by her teacher in high school. Whatever the reason might be, the high self-efficacy of effective teachers goes back to some inspiration that they have for this profession and this inspiration leads to a positive attitude towards teaching, as demonstrated by the teachers in this study. It is interesting to note here that there is mostly a positive vicarious experience that ignited this inspiration for teaching as discussed later.

As an enthusiastic and passionate attitude is considered to be a quality of effective teachers, so is innovation. Liu (2003) describes effective teachers as creative and imaginative, whereas Dees *et al*. (2007) illustrate effective teaching as 'artistry' - a highly creative activity. Creativity indicates mastery experience while an individual builds on previous experience while being imaginative. The participating teachers show this creativity while depicting their experiences:

> I taught functional English course to student nurses who were doing B.Sc nursing. When the curriculum required two new courses, the school principal asked me to develop a course and syllabus for them. After a year, they started psychiatric nursing and, again, there was no course instructor so I developed a syllabus. (Ms. Aafia)

However, the creativity of a teacher is not limited to designing the syllabus. It can also be applied to student evaluation:

> I am teaching executive MBA classes now. I won't evaluate them on quizzes or mid-terms because it's pathetic. They are executives so they already know so many things and they don't have much time for academics, honestly. I will give them work sheets with questions that they can solve and learn through this process. (Mr. Ali)

Most of the teachers agreed on the need for innovation in teaching because such innovations promise that the learning process is the most productive as teachers adapt techniques according to student needs. Ms. Aafia and Ms. Kiran talked about creativity while teaching the same lesson to classes of different calibre. Ms. Rabia stressed the importance of innovation in the teaching material every semester to avoid monotony.

Another indicator of teachers' mastery is class control (as mentioned in section 4.1.1). A teacher's mastery increases with class control as well as with innovation. Teachers with high levels of self-efficacy are not likely to be rigid. During CROs, it became obvious that none of the teachers was strict. In CRO1, the lesson was so interesting, with theory punctuated with real life examples, that students were generally disciplined. Students were usually disruptive in the beginning of the lesson so the teacher (CRO1) started taking attendance and gave the marked quiz to a student to distribute among the class. It was a very effective strategy as there was a sudden hush because all were waiting for their test result.

The trouble makers were tackled very skilfully by the teacher in CRO1. A late comer was not allowed to enter a class, but he remained adamantly persistent for permission. After a while, he was allowed to enter the class, but when he settled down, the teacher remarked very politely but solemnly about basic manners. This strategy worked better than criticising that particular student. The situation was again under control as the teacher was in control. This level of composure and control is likely to come only when the teacher has very concrete competence backed by high self-efficacy beliefs regarding teaching skills.

In CRO2, the class control was achieved through a good command over language because the topic was theoretical and the teacher needed to speak a lot. If the teacher was seen as enthusiastic and active, the students also remained disciplined. This was observed in CRO3 where the topic was marketing strategy. The back-benchers were less targeted but they were responsive because they knew that the teacher was very attentive and vigilant. It is significant to notice that none of the disciplined classes were quiet classes. A controlled class meant a class where maximum learning was happening under the supervision of the teacher while no disturbance or slackness was allowed. To sum up, effective teaching practice adds to the mastery experience of the teachers that can ultimately enhance their self-efficacy. It can be suggested that when this increased self-efficacy results in effective learning, the self-efficacy of teachers improves even further and can make the students more effective learners.

After discussing how teachers' self-efficacy improves through mastery experience, it is worth focusing on how this enhanced self-efficacy then influences the teachers and their teaching. The

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data analysis highlights three areas where the impact of high self-efficacy is obvious on teachers: enthusiasm, practical approach and sense of achievement. As mentioned earlier, efficacious teachers put effort in planning the lesson, as Ms. Aafia described her routine:

> I don't rely on a single text book. I always have 2 or 3 books for each course. Second, I consult many web sources and look for new material and latest techniques. I also look for activities that are conducted by my colleagues or are on the internet. First, lesson plan and then how well I can communicate, how easy I make it, how far I make the student relate to it.

With increased self-efficacy, teachers themselves encourage feedback from the students; "Students do give verbal feedback if they do not understand any topic and I absolutely encourage it" (Ms. Kiran). Teachers' self-efficacy could be witnessed in CROs. The majority of the teachers answered all the questions raised by the students very effectively and in detail while keeping the class controlled.

Along with class control, enthusiasm for self-improvement is an expression of high self-efficacy. This enthusiasm comes when a teacher has gained enough self-efficacy through mastery experience and does not want to lose the spark:

> I want to improve for my own career. If I get saturated on what I have and what I know, after 4-5 years, my worth will go down. So to keep yourself updated, you have to produce your own research. I would love to do a PhD. I think it would be a great achievement. (Ms. Maria)

Ms. Kiran, Ms. Aafia and Ms. Rabia expressed similar keenness for higher studies despite their family responsibilities and their constraints. It was observed during teachers' interviews and CROs that the teachers who were enthusiastic about their own studies were also enthusiastic about the learning outcome of their students. Enthusiasm is related to high self-efficacy beliefs. It can be assumed that teachers with high self-efficacy are likely to be more enthusiastic about their learners. This enthusiasm encourages the teachers to motivate their students towards the learning process. In this way they might transfer their enthusiasm in the learners as well. So, the higher self-efficacy of the teachers might ultimately influence the learners.

As personal experiences improve the self-efficacy of teachers, their approach also becomes pragmatic and practical. Allan *et al.* (2009) argue that modern teachers should be analytic, assessing, managerial and evaluative, to be effective. This practical approach helps the teachers in handling many situations that come across during the teaching process, especially in HE. The teachers in this study described the importance of practical learning skills rather than just grades. Ms. Maria wanted to inculcate the same approach in her students:

> They should not run after grades. They need to be motivated. Initially when I started the Research Methodology course, I faced a problem because my students found research irrelevant. I motivated them by saying that no matter what field they choose, teaching or managing, they cannot survive without research. They better forget about the grades and try to learn the course and its tools. This interest lacks especially in statistics as it's a supporting subject so students just want to get rid of it by completing the course. It happens often that students get good grades but they are not good statisticians or they lack the skills. In statistics, they should have the interpretation skills basically. So we should give them the sense that they are here to learn and not just to complete the course. They should have the practical skills because, at the end of the day, they have to work.

Mr. Junaid commented that when his students related their learning of marketing to the real world of brands, it made them confident of their understanding of the subject. The practical approach of teachers imparts better evaluative skills that keep the teachers focused on their desired learning outcome, as Ms. Maria stressed:

> My course is Research Methodology, not communication skills. And if I evaluate a student on communication skills, it's really unfair. What impresses me is the content in their presentation, not their way of communication. At the end of the day, they need to do research. If they can't research and are just good in communication, there's no point. They have a separate course on communication skills so they should learn it there. My course demands improved research skills only.

Keeping a balance between work and home life is also a part of the practical approach, although only one teacher talked about it. This sense of balance comes after years of experience:

> Of course a low phase or low times comes on everyone, and we all have to face problems in our domestic life. But when you enter the campus, you have to forget about everything. I give my students my example that I follow this rule so they should follow it as well. So you need to be properly present when you are in the class or in the college. (Ms. Aafia)

With the development of a practical approach, the improved level of self-efficacy also results in a sense of achievement (Pajares, 2001a; Pajares, 2001b; Schunk and Pajares, 2001). So, if a teacher nurtures a sense of achievement, it is evidence of his/her high self-efficacy beliefs:

> I have seen a vivid change in the personalities of my students since the days they joined my course. Many of my old students who are now at high posts acknowledge the fact that some part of their personality is definitely shaped by my teaching. (Ms. Kiran)

This sense of achievement and pride actually boosts the confidence of the teachers like nothing else can. On the other hand, during the interview, the comments of Mr. Ali represented an obvious lack of a sense of achievement. He expressed the view that the family background of students plays a vital role in their achievement. He even said that all students were not meant to be successful in studies:

> Educational outcome at individual level can't come only through the phenomenon of teaching, especially at Master's level. They have to study themselves for at least 4-6 hours daily. I don't think it is fair to put the entire blame on the teacher. We are not born equal, as far as the IQ, resources, family background, motivation, psyche and resources are concerned. Not all are educated. So I don't think teacher is entirely responsible to make people educated. A teacher's role is only 33%. Other 67% are those factors that influence the individual that ultimately affect the academic performance.

Such comments were intriguing due to their rather pessimistic approach. Mr. Ali was not ready to take the credit for his students' success or failure. Further analysis of the data and my personal observation concluded that due to old age and recent severe health issues, he had lost his zeal for the learners because he could not control the class like he used to. Interestingly, he has very high levels of teaching self-efficacy owning to his mastery over the subject knowledge by virtue of his

36 years of experience. As far as learners were concerned, he even went on to say that in HE, not all students needed individual attention:

> You can't give individual attention to all students. In fact, in our setting, you don't need to give individual attention to all students except in the cases when you are faced with a disciplinary problem, or when there is a question answer session. Otherwise, we are just teachers. In my courses, students are towards the end of the semester and they are presenting in groups. We really don't need to have individual discourse with students. There are only selected exceptional students who demand individual attention. (Mr. Ali)

My CRO made it evident that Mr. Ali had lesser class control than required. To justify this, he was creating a distance from the students by minimising his interaction with them. His comments reinforce the earlier analysis that positive attitude of teachers make them passionate towards learners and learning and vice versa. Hence, the self-efficacy beliefs of teachers can be affected by their age and health, no matter how much mastery experience they have achieved through practice and knowledge. The rest of the teachers were younger and had a passionate approach towards their learners. Such information regarding the factors affecting the teaching self-efficacy of a teacher can prove very helpful for an organisation in creating a better teaching learning environment.

4.2.2   Social Persuasion and its Impacts

Self-efficacy is a personal perception of external social factors (Bandura, 1986). Individuals create self-efficacy beliefs on the basis of social messages received from others. Therefore, the effect of work given by the organisation can be considered closer to the social factors (out of all four sources) influencing self-efficacy. Along with mastery experience, social persuasion is another source that influences teachers' self-efficacy beliefs. Pajares and Graham (1999) recognize that persuasion can encourage a faculty to make the extra effort that leads to success; thus, persuasion leads to persistence assisting the solution of problems. Goddard *et al*. (2000) have further supported the argument by stating that social persuasion is a means of strengthening teachers' conviction that they have the capabilities to achieve what they seek. Carnell (2007)

observes that effective teaching requires teacher commitment to be effective, and for this purpose, teachers need the feeling that their work is respected, valued and appreciated in their context. This feeling (through social persuasion) fosters strong self-efficacy beliefs of teachers regarding their ability to teach effectively.
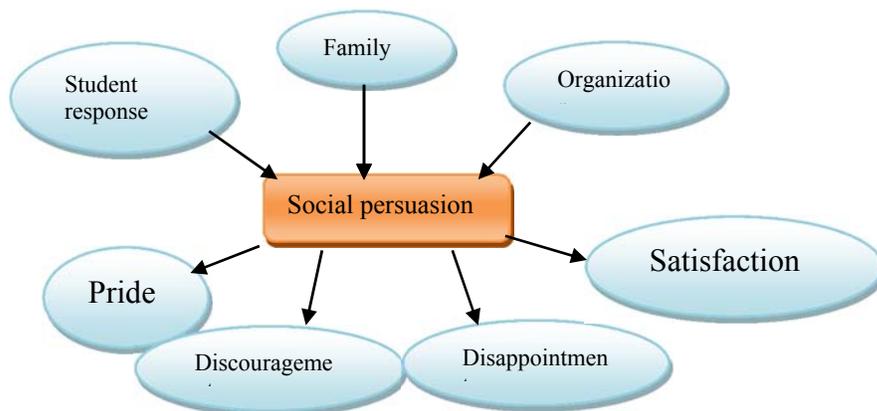
(Fig 4.5: Sources of vicarious experience and its impact on teaching)

A careful analysis of data found that the teachers in the present setting received persuasion through three channels; organisation, family and students (fig. 4.5). No evidence of verbal persuasion from the organisation was found during data collection, though formal feedback was given in the form of statistical data gathered from students without any verbal follow up. It was evident from teachers' comments that the persuasion received from the organisation was not encouraging enough for them. For instance, Mr. Ali talked about the low point in his career:

> I was not promoted for 13 years. As opposed to me, my students were promoted. That was the lowest time. I like to develop the youth of this nation. Teachers are human beings. They need recognition; they need money. [Now] I am at the apex of my career. There is no more promotion. I am getting good money. I have good facilities. So I am enjoying the time. I was taken as a professor and I am still a professor. This is the highest post here.

Mr. Ali's comment manifested his expectations from the organisation that were not fulfilled. Yet, as a teacher with high self-efficacy, he still managed to show passion for his profession and contentment of his present status in the institution. This also reveals that the organisation could

boost or nurture his self-efficacy by paying more attention to his expectations from the institute. Similarly, Ms Aafia was also waiting for an empathetic response from the organisation, as she mentioned:

> I am fighting for my case these days. I was hired as an assistant professor. Last year I was given a raise but not a promotion. I have requested for the post of an associate professor. I have 20 years' experience, research contribution, degree and qualification which many associate professors don't have. I haven't received an affirmative answer yet.

Thus, promotion according to seniority and qualification of the teachers, at the right time, is considered the kind of social persuasion that the organisation should pay prime attention to. Another example of a negative social factor is evident from Ms Aafia's following comment when she showed her disappointment with the selection of students and expressed her annoyance:

> The criterion for student selection is neither professionally good, nor ethical. Their attitude, whether they are able to go for an educational course, is not measured. The amount of work to be done with them is not estimated. Even when we commit with the students of moderate ability, we do not develop a curriculum to supplement the weaknesses they have brought into your class. No work toward counselling, health or aptitude measurement has been done to guide students what and how to learn. There is no foundation work done so a lot of disappointment is developed in young people. They develop a fear of learning rather than a mastery of learning.

Hence, an effective teacher expects from the organisation that more attention is paid to the selection of students, their requirements and the responsibility of the institution, and the type of curriculum to be taught. Of course, the teachers are the deliverers and they want to teach in the best possible context, so they want to create an environment highly conducive to learning as well. For the creation of such environment, teachers need organisational support. If this support is not provided, it creates frustration among the teachers. Lack of such support is considered as lack of social persuasion and might decrease the teachers' self-efficacy.

The system was also criticised for the poor selection in the case of teachers, as Ms. Aafia quoted:

It is upon the organisation whether it has chosen professional teachers or non-professional teachers. If they select non-professional teachers, the effort spent on making them professional also matters. If there is no spending upon teachers' professional development and capacity building, then the system is to be blamed… I personally believe that it's not the teacher but the system that is to be blamed. Teacher and student attitudes are formed by the system… Teaching is a science and an art. You cannot escape the structure of an organisation. There is a certain periphery, boundary or restriction that you have to follow.

The above comment indicates that it is the responsibility of the organisation to create a comfortable teaching environment for the teachers as well, and then pay attention to their professional development. Teachers cannot revolutionize the system. It is the organisation that should take care that the self-efficacy of the teachers remains high through a positive role of the system. It is evident that effective teachers always want effective learning but the organisation can demoralise the teachers by giving them extra workload. Comments by teachers indicate that such extra workload is translated into a negative social element and acts as negative social persuasion. One such incident of the negative social persuasion was narrated by a teacher:

When I joined, it was my lowest time. But it was not that I was demoralized or thought of leaving the job. I never disliked teaching in any circumstances. It so happened that just when I was promoted to permanent status, I was given such an assignment from the office that required my full time. I couldn't give much time to my courses. I introduced the same assignments as the previous semester, I didn't change the quizzes, neither the lessons. So I found it quite tough and mentally I was a bit down. So it was a hard time in my job. (Ms. Maria)

So, no matter how high a teacher's self-efficacy is, if the organisation does not provide favourable circumstances, teaching cannot be effective. It becomes frustrating for the teachers because they cannot perform the way they want to. Hence the reciprocal mechanism of self-efficacy is also seen to be active. Organisational effect becomes an environmental factor that is cognitively assessed by teachers whose self-efficacy is negatively affected which then influences their behaviours by demotivating them. In return, teachers develop negative feelings towards the

organisation. While others were using undertones, Ms. Kiran was rather open about teachers' expectations from the organisation:

> We need the cooperation of the administration. If the administration listens to our feedback regarding certain issues, it will have a positive impact on our teaching. Our feedback should be taken while making policies regarding teaching and learning.

Whereas the persuasion from the organisation was not favourable, teachers talked highly about the influence of their family. Ms. Aafia said that it was her husband who suggested her to join a modular course or go for a higher degree if she wanted a career or job. So, the family influence has provided a very positive persuasive push to the teachers. The same push factor is discussed by Glogowska *et al.* (2007) when they consider the influence of the family as one of the six push factors that keep an individual persistently on a task. During the review of literature, it was interesting to note that research was carried out on push factors like family influence on students, but no research could be found that could explain the influence of the family on teachers' self-efficacy.

The most positive influence on teachers' self-efficacy was found to be through students' responses. Teachers with high self-efficacy value students who are active in responding, as Ms. Kiran noted:

> I like mentally and physically active classes who are ready to respond to the teacher, and those who are ready to ask question whenever they are unclear about a topic.

The classroom acts as a positive social persuasion for the teachers because when the class is responsive, the teachers also feel active and this social persuasion, received through the behaviour and response of the students, directly affects the teachers:

> I never had a lowest time as I have always been facing the crowd. But when a rowdy class shows more interest in something else than my lecture, I feel low. But when a class shows enthusiasm regarding the lecture, I feel really happy. (Ms. Rabia)

This signifies that the enthusiasm of the students boosts the morale of the teachers which then increases their self-efficacy. Hence, teachers work harder with the students to make them enjoy their teaching in order to get a positive response, as Ms. Maria said "I like Research Methodology because students are more comfortable. They are more responsive. In research, they can relate to things. So I enjoy their response". This is an obvious example of the reciprocal effect of self-efficacy. When the self-efficacy of students increases, they show enthusiasm which improves the self-efficacy of teachers who try even harder to maintain this enthusiasm level. This effort is likely to make them even more effective which enhances self-efficacy of learners even more. Thus, this reciprocal process carries on.

Going back to the literature on effective teaching, it is an attribute of effective teachers (see Liu, 2003) to judge students' response. The teachers in this study evaluated these responses in various styles, as Ms. Aafia described:

> If I walk out of my room and get greetings from the students, or emails from alumni and students adding me on Facebook, then it means they respect me. We respect only those teachers from whom we think we have learnt.

Even the general respect expressed by the students is taken as a positive persuasive factor by the teachers. Mr. Junaid believed that to receive positive response from the students, a teacher needs to be a role model:

> I do influence my students. The hidden curriculum is hidden in the personality of the teacher. Students at all levels are inspired by the teachers. They try to adopt your good habits and personality traits, like punctuality. If you are punctual, they are punctual, and vice versa. If you are fair, they are fair. Your personal behaviour influences the students and they try to imitate it.

When the positive character of the teacher influences the students, their response becomes very satisfying and encouraging for the teacher, which is an example of the reciprocal mechanism of self-efficacy, as added by Mr. Junaid:

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When my students meet me after decades, they tell me what they learned from me. Most of the time, they never mention the content that I taught, but the attitude that I delivered. Such comments tell me that I have been on the right path so far.

Students' response is not always very explicit and teachers should try consciously to understand it to remove any discrepancy (Liu, 2003) among several responses. If a teacher does not reflect upon his/her teaching practice, the students' response loses its value, as Mr. Ali commented:

If I get evaluation from two different classes, I get different evaluation, though I am the same teacher. I have the same content, same style, everything is the same, because the course is the same. I don't change the strategy. I don't understand the reason for this difference in evaluation. Maybe a communication gap comes between me and the class. Maybe they are low profile students who really can't understand me but they ruin the evaluation. But this is my guess. I am not sure.

Though Mr. Ali could perceive a gap in evaluation, he didn't try to go deep into the problem to find a remedy. As a result, the discrepancy remained. So, not only receiving a positive response is important, but the effort to get a positive response from the students is also important for effective teaching. Only a teacher with high self-efficacy is likely to exert such effort because such teachers are vigilant of the effect of the positive persuasion that follows.

The discussion on the sources of social persuasion for teachers leads to their effect on teachers' self-efficacy. These effects are manifested in either the feelings of pride and satisfaction or in discouragement and disappointment. As discussed earlier, the major reason of pride is the response from the students, as Ms. Kiran observed:

When students come to me for career counselling, for guidance and personal recommendations, I feel that my words matter to them. I don't deliver just content. If I deliver 70% content, then 30% is the discussion on how it really happens in a real life situation. My students are allowed to express their feelings without hesitation, even if they negate me, or ask me the reason for saying something, because then I think I can influence their opinion.

So, if students look up to the teacher for guidance and support, the teacher feels elated. To achieve this feeling of pride, teachers allow the students to question so that they can get satisfactory answers. Hence, the students make the teachers proud and, in return, teachers try to facilitate learning. On the contrary, if the students don't respond to the teacher, then it can be discouraging:

> I know I can make people change their opinion and I can make them work. I am committed to that. But, sometimes, I feel sorry because I give people tougher challenges than they are able to meet. This knowledge gap frustrates me and the people. If I get a low IQ class, I get frustrated. I agree that natural ability can't be changed and I can't tackle it alone. I keep asking this question of myself if I am wasting my time. (Ms. Aafia)

The above comment expresses the frustration of the teacher who knows that students don't always perform well. Even then, students with low calibre are perceived as annoying because they do not respond as the teacher expects. Consequently, the teacher's self-efficacy decreases gradually. That is why effective teachers are likely to try their utmost to keep their students motivated about learning so that their own self-efficacy remains high and they keep on teaching effectively.

Mr. Junaid commented that the official feedback from the students also adds to the pride of the teachers because this feedback comes through the organisation. If the organisation acknowledges the efforts of a teacher, it becomes an honour, as Ms. Maria stated:

> I have been promoted twice. When I joined I was visiting. Then I was promoted to permanent. And recently I am promoted as an assistant professor from lecturer. I had never even imagined it. It's beyond my expectations.

Whereas the previous comment expresses the enthusiasm of a teacher resulted by positive feedback, the following statement shows the disappointment that is caused by poor performance of students:

> Honestly speaking, you don't have much to do when a student is not performing well in the class. Students are individual entities.

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You don't know what kind of motivation they have. If their answer is wrong, you can correct it. But if the attitude is wrong, you might motivate, snub, buck-up, but you can't do more. Main feedback goes in the tests. When they get bad marks, then my doors are open for them. They can come and discuss the things they don't follow. But if a student is not ready to work hard at all, you cannot do much about it. (Mr. Ali)

The above comment conveys not only the disappointment, but also very low self-efficacy of the teacher. A teacher with high self-efficacy would be less likely to lose hope for the students. Mr. Ali was suffering from health issues so his low self-efficacy could be attributed to his personal problems, rather than to the students.

As described earlier, organisational support is not as positive as expected by the teachers. As a result, disappointment occurs, as is evident from the following statement by Mr. Junaid:

Unfortunately, we don't have a promotion criterion though we should work on it. It is said that if you want to remain in education sector, you should do a PhD. I want to do it but there is something in our culture that I would blame the institution for. It provides us jobs, not careers. This university lacks in it. The institution should offer me a career. A job is something different. I come here, work, teach, and get a salary for it. I am satisfied or not, is a separate issue. The day I'll get a better option, I will think about switching. If I have a career, I would not think about leaving. We have a big issue of faculty turnover. In good universities, faculty doesn't switch that often.

While Mr. Junaid talked at length about the absence of career and the disappointment it caused, he also presented a solution:

We should create our own PhDs. If I go on a study leave abroad for three years, I will have to pay from my pocket because the institution won't pay me or give me paid leave. Public sector universities are offering careers by offering PhDs. Of course this is a private university that has to fund itself but people won't mind signing bonds if careers are offered, not just jobs.

Effective teachers look for solutions and not just brood over problems, though another teacher presented disappointment and insecurity because the organisation was unable to retain good teachers:

> It should retain good teachers. For this, it should have indigenous programmes. But if the right environment is not there, the faculty won't be trained. Mediocre faculty means mediocre students and mediocre university. Good faculty means good students and excellent university. (Ms. Rabia)

While the negative persuasion received from the organisation disappoints the teachers and, ultimately, affects teaching; the positive response from the students adds to the satisfaction level of the teachers and boosts their self-efficacy:

> First of all, it is student feedback, their love and respect that make me confident. This is the first and the last thing that every teacher wants. It shows that my teaching is correct and serves the needs of many students. (Ms. Aafia)

The above comment is self-explanatory that the satisfaction of teachers enhances their self-efficacy. The following comment by Mr. Junaid is also an example of this confidence that the teachers receive through the positive gestures of the students:

> Students do come to my office to discuss their personal problems and seek guidance. These are not just academic course-related issues. They talk about career moves and personal issues and ask how to tackle them. Of course we tell them to reason out towards a balanced decision. But this gesture shows that they are really inspired that's why they come to the teacher.

Ms. Aafia believed the understanding of the course content on the part of the students was the primary source of satisfaction for the teachers:

> Primarily, I give them a personal feedback form at the end of every session. I ask them what they liked, what they didn't like, any movie, novel or assignment I used helped them in improving their attitude in life or not. If 60% admit that their attitude has changed then I consider myself successful.

The feeling of success in content delivery appears more likely to increase the self-efficacy of teachers because then they are likely to consider themselves effective. Effective teachers not only work harder for the students, but also deeply analyse students' behaviour. If it is positive, they feel satisfied that their efforts are fulfilled. Ms. Maria stated how she analysed her students' behaviour:

> You can judge them through their body language, the way they are looking at you or copying you, the way they are responding. If you said something one day and they are following it the next day, or you said something in the lesson and they are copying it in the exams, then you realize that they are concentrating and listening to everything you say in the class.

If the teacher keenly analyses the students and receives positive signals regarding their learning, the resulting satisfaction is considered the real reward of the teaching practice.

The literature on self-efficacy (Velez and Cano, 2012) presents effective teachers as the ones who persevere in any kind of circumstances. Thus disappointment and discouragement are taken as a challenge and the majority of the teachers in this study have presented solutions to the problems they are facing. This perseverance is due to factors like their mastery experiences and positive social persuasion that increase their self-efficacy. Even if they don't receive positive persuasion from one source, they get reinforcement from other sources and do not lose their passion for teaching. This section has provided evidence regarding two themes: first, effective teachers are likely to have high self-efficacy beliefs. Second, teachers with high self-efficacy influence the self-efficacy of learners as well by involving them in the learning process and apply several teaching skills, manage class effectively and create a positive teacher/student relationship. Consequently, students show good results and provide positive feedback to teachers. This feedback boosts the self-efficacy of teachers and they strive more to create an environment conducive to learning.

The next section elaborates vicarious experiences and affective states of the teachers and how these experiences increase teachers' self-efficacy.

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4.2.3 Vicarious Experiences and Affective (physiological) States
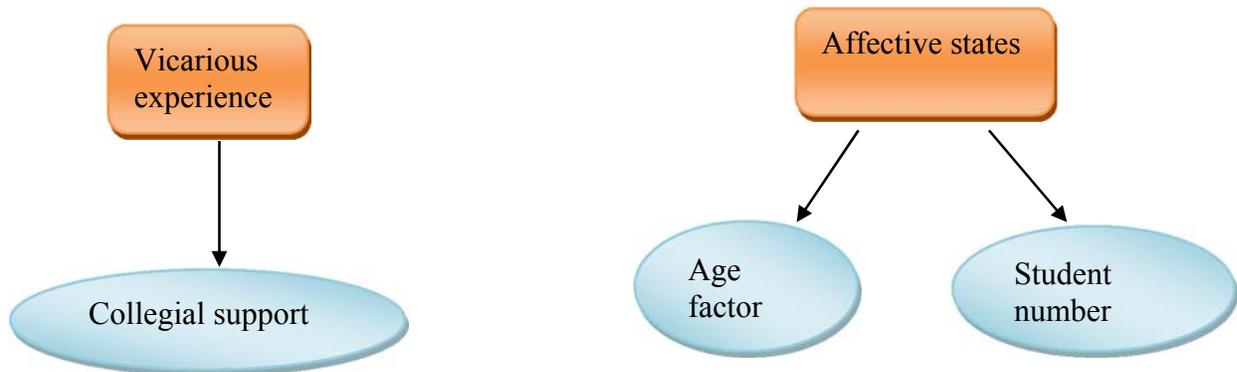
(Fig. 4.6: Sources of vicarious experience and affective states)

Allan and Clark (2008) mention that teachers listen to stories told to them about the achievements of their colleagues as well as success stories of other institutions. Therefore, vicarious experience and modelling serve as effective ways to develop teachers' self-efficacy. Interestingly, in the present study, there was no evidence of vicarious experience at the institution or at peer level among the teachers. They had meetings but these were very formal and focused. Ms. Aafia explained in detail the nature of these meetings:

> We have meetings on administration or general affairs but there are none regarding academics or academic improvement. Sometimes visiting faculty members come to us for a meeting. We have a meeting near the final exams to compile a single question paper for all classes. We usually meet at the beginning of the semester to decide a mutual course outline and at the end of the semester to decide the pattern of the final examination. 70% of the faculty is visiting so to maintain the overall quality of the paper, we suggest we make the paper challenging, a good mix of subjective and objective questions, duration of the paper and the quality of the question.

The entire detail of faculty meetings has no element of vicarious learning in it because there is no sharing of good practice. Informally, teachers sometimes meet their colleagues. Ms. Aafia said

that her colleagues bring social or personal issues to her for guidance and counselling. Mr. Junaid had his colleagues, especially new teachers, visiting him for clarification of certain topics. Ms. Kiran and Ms. Rabia said that they were in touch with other experts in their field who were outside the university rather than inside the organisation.

I observed that there was no combined staffroom or the culture of exchanging good practice. Only Mr. Ali mentioned that he sometimes invited guest speakers from the corporate sector for corporate-academia bonding. However, it was encouraging to observe that teachers were ready to learn from each other and they had the potential to do so. Mr. Junaid narrated his experience:

> Recently, I observed a workshop conducted by a colleague. He brought a box of chocolates to the class and said that whoever will answer correctly would have a chocolate. I found it a very interesting technique because all the trainees were mature people but they still enjoyed it.

Teachers were also aware of this lack of vicarious learning from peers, and some teachers tried to pinpoint the actual cause:

> Unfortunately, there is no forum where we can share our experience. In school and colleges, there are staffrooms so teachers have regular interaction. Here, we have independent offices so teachers don't meet. We have no barrier if we want to meet unofficially but there is no platform as such. We should meet regularly with colleagues. (Ms. Maria)

Though there is absence of vicarious learning within the organisation, yet the teachers talked about the role models that inspired them to become better teachers. Ms. Maria stated how observing her cousin made her learn about teaching:

> I never had any formal training but I had an interest in the teaching field since third grade. I used to note the behaviour of my teachers. One of my cousins did a one year diploma from a teachers' training institution. She used to tell me, during casual discussion, how to move in the class, what skills to have etc. From there, I got many tips about teaching practice. I used to help her in preparing lesson plans so I learned that lessons should be planned. When I joined this profession, she advised me to write down everything

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> that I want to do in the class if I want to avoid a tough time. And
> that helped me a lot.

It shows that not only formal training and experience in the practical field, but vicarious experience from observing others can also work as training for the teachers. Ms. Aafia was inspired by her 'knowledgeable, enthusiastic and bright' Principal during her internship in a school, whereas Ms. Kiran talked fondly about how her father became her role model:

> I always used to idealise my father in a number of ways. He was a
> professor. I always try to imitate him. Then I decided that I will be
> a teacher. It gives you an opportunity to make other people good
> human beings and build the character of others which is very rare
> in other professions.

As noted earlier, one of the teachers, Mr. Junaid, believed that he had learned from other teachers. This indicated that vicarious experiences have some influence on the teachers, though their experiences are gained outside their organisation.

Although there is less impact on teachers' self-efficacy observed through vicarious experience within the organisation, the teachers definitely experienced the influence of affective states on their teaching practice. It was observed that the age of the teacher was one of the factors that made a teacher feel less or more vigorous towards the teaching job. According to Bandura (1997), through physiological and affective states, people partly judge their own physical strength to do the task at hand and rely on their own physical and emotional feedback before any physical activity, as age is directly related to physical vigour, and its effects are considered to be a source of affective information for the participant teachers. Some teachers had already guessed the aftereffects of the age factor and had decided about their future. Ms. Aafia said that after a decade, she would want to become more a researcher and a writer than a teacher. She said:

> If I will teach, it will be at post grad level. Due to lack of physical
> vigour, I might not be able to teach this enthusiastically.

This comment shows that she had already foreseen the affective influence of age on her ability to teach and had chosen an alternative, physically less strenuous, path.

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Along with age, the number of students in the class also affects the self-efficacy of teachers as they might feel comfortable with a certain number in the class, as Mr. Junaid noted:

> If you see a class of 50, you feel suffocated in the class bursting with seats. I do not feel comfortable in big classes because it sometimes feels like teaching a crowd. I don't feel that comfortable. So in any course, 20 to 25 are good enough.

This comment depicts the negative effect of large number of students where the teacher does not feel physically capable or comfortable to execute the teaching tasks.

Little literature is found on the affective states of teachers and their effect on teaching effectiveness. This study has tried to find out the factors influencing the affective states of teachers that ultimately have an impact on the teachers' self-efficacy. In short, a younger teacher in a class of 25-35 is likely to be more effective in the present HE setting, than an older teacher in a crowded 45-55 class. It is worth noting here again that being effective does not mean having class control; it means achieving the desired learning outcome.

The senior most teacher in my sample, Mr Ali, maintained the stance that his age had made him more professional. During his interview, he sounded efficacious about his teaching competence but a little distant from students (see page 148-149). During CRO3, I observed that he had a good grasp over the subject knowledge but his behaviour was rather strict and he did not allow much interaction. I had already learned that he had just gone through a mild paralysis attack that had minimized his movements. His poor health had not affected his self-efficacy related to his teaching competence because he sounded very proud of his teaching experience. On the contrary, when it came to actual teaching task, his health had definitely affected his self-efficacy because he lacked enthusiasm and could not seem to motivate students or create interest in them, although I observed that the entire class was very disciplined. This inability to perform the teaching task due to physical inability seemed to affect Mr Ali's self-efficacy to such an extent that he was not only very serious throughout his class but his comments during his interview also depicted pessimism towards low calibre students. His is a good example of how negative affective or biological states can affect self-efficacy of teachers who might be receiving positive

information from all other sources and how this low self-efficacy then influences their teaching performance.

4.2.4 Conclusion

In this chapter, I have presented all the factors found in the data that were adding to the four sources (mastery experience, vicarious experience, social persuasion, and affective states) of teachers' self-efficacy, and how these sources then affected their teaching practice. Mastery experience turns out to be the most important element in making the teachers effective. Teachers do find some negative influence through social persuasion from the organisation, but the perseverance they have gained from their mastery keeps them going. There is little opportunity of vicarious experience for teachers as it is not a part of the organisational culture that is under discussion. Affective states of the teachers do not appear to be a prominent factor in making them effective, but these states definitely have their influence on the overall teaching-learning process.

The increase in self-efficacy through all these sources makes the teachers enthusiastic, satisfied, proud and practical. As a result, the teachers keep modifying their existing practice and testing new strategies to achieve the desired learning outcomes by positively influencing the learners' self-efficacy. The reciprocal mechanism of self-efficacy is also evident from instances where the learners' improved self-efficacy seems to enhance teachers' self-efficacy. The next chapter discusses these strategies and their influence on students' self-efficacy in detail.

CHAPTER 5

TEACHERS' SELF-EFFICACY AND STUDENT LEARNING

5.1   Strategies for Improving Student Learning

The previous chapter elaborated teachers' self-efficacy, the factors influencing their self-efficacy either positively or negatively, and the ultimate effect of this influence on teaching and learning. It has been illustrated that improved self-efficacy also improves the teaching standards, as teachers become more resilient, focused, enthusiastic and determined.

The current chapter analyses the data related to my second research question, which is about self-efficacy and learning (How does teachers' self-efficacy relate to student learning?). Themes related to the first sub-question (What strategies do effective teachers adopt to improve student learning?) were identified during the coding process and were put in spider diagrams. Similarly, emerging codes from the data related to the second sub-question (To what extent does the self-efficacy of teachers influence the self-efficacy of the students?) were put in spider diagrams as well. These themes are analysed in detail in this chapter along with evidence from the data and corresponding spider diagrams.

Devlin and Samarawickremam (2010) argue that teaching is a complex cognitive skill based on the knowledge of individual teachers about how to construct and conduct a lesson, whereas, Rezaei (2012) views teaching skills as combined strategies that teachers share and use, which facilitate student learning. The next sections analyse how exactly the teachers make their teaching more effective; what strategies they adopt and how students perceive their efforts. It is worth mentioning here again that improved self-efficacy can motivate the teachers to use strategies which ultimately make them effective and students are the best judge of teaching effectiveness. In the present research, strategies applied by the teachers to improve learning can

be consolidated into four major themes: understanding the learner, effective feedback, teaching styles and curriculum delivery (appendix 17).

5.1.1   Understanding the Learner
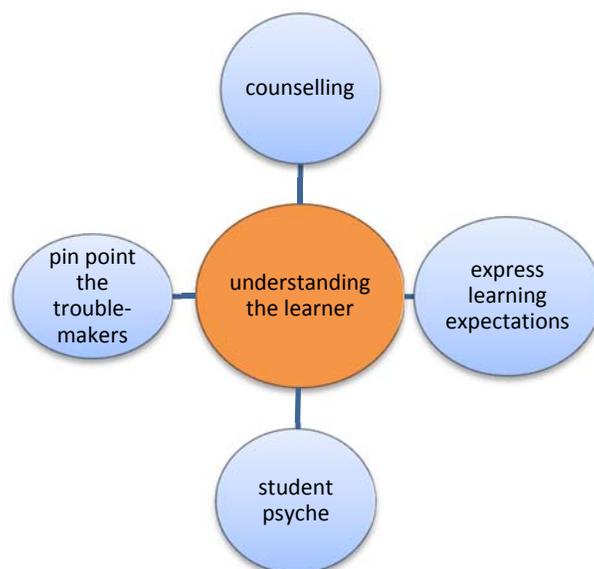
(Fig. 5.1: Understanding the learner by effective teachers)

Effective teachers try to understand their learners on four different levels (fig. 5.1). It was observed that effective teachers try to understand the learners, listen to their problems and lend a sympathetic ear. Liu (2003) and Bartram and Bailey (2009) discuss how effective teachers are able to motivate students through verbal persuasion. The teachers participating in this study also understood the importance of motivation. Ms. Aafia reported why this persuasion was important for the beginners:

> We need to motivate them for sure. Sometimes students come and complain that they have no background in statistics, they are studying it for the first time, they find it difficult etc. Then we have to motivate them that the course is designed as you have never read it before so you don't need to worry as you all are on the same footing. Counselling motivates them.

As is evident from the above comment, the teacher advises the students in a very positive manner and verbally persuades them to stay calm and not to worry. She understands the importance of such counselling. This counselling or giving advice was an ongoing process. If a teacher understands the students, counselling naturally occurred at the right time, according to the students' need. The following example, quoted by Ms. Maria, is a good model of how counselling is provided in the general teaching process:

> A few days back, a female student came to me who had a broken front tooth due to some accident. I noticed her sitting in the front row in the class. All her friends looked happy and motivated but she was quiet, but I didn't point her out. She came to me by chance so I asked her if she was in some problem. Then she told me about her tooth. I didn't even look at her. But I told her that accidents happen to everyone so just forget about it and get a tooth cap. So indirectly, they do discuss problems sometimes and I do counsel where needed.

Ms. Kiran debated that students should be counselled more on personal issues than on academic issues because the former influence the latter more often than vice versa:

> I believe that to resolve psychological problems is more important than resolving the academic problems as the former definitely affect the academic performance. Students usually suffer from depression, anxiety and frustration. I listen to them patiently and then suggest some solution so that they may go back to normal academic routine.

So, offering a sympathetic ear to the troubled student and then offering an advice about what to do is considered a successful counselling technique. Along with patient listening, Ms. Aafia believed that effective teachers also understand the value of their spoken words for their learners. She got this idea because students kept coming back to her for advice. But a teacher should be mindful about when a student needs counselling and what the right time for it is, as Mr. Junaid cautioned:

> I guess it's embarrassing to call out the names of weak students in the class. I politely ask such students to see me after the class. If the student is performing well otherwise and only fails in

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Marketing, then it worries me. But if the student is showing overall
poor performance, then I handle them differently. I try to find out
why he or she is not taking education seriously.

The above comment reveals that counselling from teachers is not just giving advice when someone asks for it. It is exploring the problem, digging out its reasons, and then suggesting a remedy. The entire discussion on counselling links back to the discussion on effective teachers where it is established that being approachable is a characteristic of effective teachers. This discussion also leads to the sources of self-efficacy and relates to social persuasion from teachers to students. The counselling strategies applied by the teachers are efforts to provide social persuasion to learners so that they get motivated towards their learning and receive a boost in their self-efficacy. These strategies are effective because students highly value them as one student remarked about the power of counselling on their learning:

Our teacher always motivates us. I asked many previous students
before joining her class and they said that if a student didn't
perform well, she counselled him specially to motivate him, to
discuss his problem and then tried to solve it. Many students said
that they got motivated because of her and concentrated on studies.
(S1 FG1)

Hence, it can be suggested that when effective teachers understand the need of the students and try to solve their problems through counselling, they, in fact, increase students' self-efficacy which is likely to improve their learning. Two facts should be kept in mind at this juncture. First, though counselling has emerged as an important strategy to motivate learners, counselling for HE students is not the focus of this study, though its findings demonstrate that verbal persuasion provided by teachers acts as counselling. Simpson and Ferguson (2012) suggest hiring professional psychologists and psychiatrists to help stressed students. Second, an interesting fact is that the teachers of psychology (Ms Aafia and Ms Kiran) put more emphasis on counselling of students and they used the term counselling in their comments. It might be because counselling is a term from psychology and these teachers are aware of it. This shows the influence of the subject area of the teacher. Other teachers also talked about motivating students, but they did not use the specific term of counselling.

While counselling is more related to listening to students and responding, showing learning expectations from students is an independent expression from the teachers and for the students to respond to. Both Ashby (2007) and Allan and Clarke (2008) have associated having high expectations from students with effective teaching. This study shows that if teachers express their learning expectations to the students, students try to fulfil these expectations as they do not want to let the teachers down, as one student commented:

> When he appreciates us in front of the entire class, we want to maintain that respect. His eyes tell us that we are the best so we want to maintain that view of the teacher about us. We can slack in other classes, but in his class, we work really hard to maintain our impression in his eyes. (S6 FG3)

Ms. Aafia said that it was important for teachers to express their expectations openly and she shared how she did it with her students:

> I frankly tell my students that if they walk out without changing their attitude, it will be a big disappointment for me so please save me from this failure. I promise them that they might acknowledge this change in attitude later in life, but this is exactly what they require to prosper in life. I tell them that I am working on their attitude and don't bother about what theory they learn or don't learn as they will learn when it will come to them. I want them to improve their attitude towards learning itself.

On the other hand, Ms. Kiran warned that the strategy of expressing high expectations could turn into a challenge as she quoted her own example:

> I like people with slightly above average IQ. It is not my strength but my limitation. My strength is that I have always been a hard worker in studies, a very high achiever, a somewhat perfectionist at this age now. I expect all my students to become like this. I tell them to forgive me if I bother them too much. I am open about my expectation from them as these come from my limitations.

Although having realistic expectations is a characteristic of effective teachers (Mosca *et al*., 2011), this strategy works wonders in improving student learning, as is evident by the following example, narrated by a student:

> Once, I scored a little less in my previous course. My teacher showed disappointment in me and told me that he was expecting more from me. That was really sad. If the teacher shows disappointment, we want to do anything to reach up to his expectation. (S2 FG6)

If teachers act wisely at the right time and express what they want from the students, they might end up getting the desired learning outcome. A few students indicated that teachers only have high expectations from the high achievers. Hence, it is appropriate if the teachers use the strategy of expression of expectations for the entire class without focusing on particular students lest complaints of favouritism arise. The discussion on showing and expressing learning expectations can be linked to persuasion when teachers create an environment where students get socially persuaded to prove their learning capacity. When teachers express their expectations, they are in fact showing confidence in their learners that increases learners' self-efficacy and results in the desired learning outcomes.

Effective teachers understand students' psyche and manipulate this knowledge to improve learning (Papastergiou, 2010; Erlich and Russ-Eft, 2011). The students in FGDs narrated many examples that demonstrated the importance of this strategy. If a teacher understands student psyche, s/he can make them work without lecturing on the importance of hard work, and this is exactly what the students in this study believed:

> Our teacher is a true psychiatrist. She motivates us towards studies by telling us that we pay a lot for each semester. If we don't study, we will fail, and we have to pay the entire fee to repeat the course. This emotional blackmailing always works on us. (S1 FG2)

The above comment not only expresses a tactful technique by a shrewd teacher, but also shows its impact on the students. Teachers also understand the student psyche that the fear of

submitting on time makes the student work and students know when their teachers apply this strategy:

> Teachers know how to make us work. They give us some project
> or assignment and then give us a deadline. Then we have to work
> to get it done on time. (S2 FG3)

A teacher's style of giving feedback in the class tells a lot about his/her understanding of the learners. Sometimes the teacher needs to be strict and sometime lenient. The better the understanding on the part of the teacher is, the better the impact of the feedback on the students will be. The students are the best judge of how effective the feedback from the teacher is. One student explained how skilfully his teacher gave feedback in the class:

> He gives feedback by actually insulting in a sweet way. And if you
> are his favourite student, then you are more prone to get this kind
> of feedback. In this way, others also get careful about work
> because we become an example for them. And we become even
> more cautious next time. But he doesn't mean to discourage us. He
> just wants us to perform well in future. He actually makes us think
> about where we went wrong and how to improve it. (S3 FG3)

Another student (S5 FG2) put across similar views about the way his teacher criticised in a subtle way and called his teacher a 'well-wisher'. This indicates that effective teachers are always considered well-wishers of the students because even when they criticise, they are genuinely concerned about student learning. In relation to the reciprocal model of learners' self-efficacy (page 64), feedback from teachers is a part of learners' environment that, if positive, improves the self-efficacy of learners and ultimately affects their learning behaviour, resulting in effective learning. Different ways of giving feedback are discussed in detail in the next section.

Nevertheless, to be able to inspire the students, teachers themselves should become a role model. Ms. Maria narrated how she motivated her students to work harder:

> I give them only one advice; consistent work. If they leave today's
> work to be done tomorrow or on the weekend and assume that they
> will be able to finish it, it will be a completely wrong approach. I
> tell them if they find me not checking and returning the test on

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> time, they can also delay their preparation. In semester system, today is the last day to do today's work. If you miss one of my lessons, you cannot understand the next one because things are interlinked. You will be left behind.

The above comment depicts how the teacher motivates students towards regular work by presenting herself as a model of punctuality. It means that teachers can act as vicarious models for their students but, at the same time it puts great responsibility on the teachers to prove themselves to be a perfect role model for effective vicarious learning of their students.

One student narrated an example of perfect understanding on the part of the teacher and the effect of communication on the student:

> On the day of the final presentation, I left my assignment partner and fled home. I was very confused. The next day, when I went to my teacher to submit my report, she just remarked that I would always leave my partner like this throughout my life. It was like a slap on my face. I promised her never to do such thing again. She made me present in front of a class of final semester, but I did it. It is because of her that I am confident today. (S7 FG5)

Thus, the teacher not only said the right thing at the right time, but also followed the progress of the student after making an intelligent comment. If she had just failed the student, his self-efficacy would have remained low and there would have been no improvement.

Considering the literature (Bordelon *et al*., 2012; Pinto, 2012) on effective teaching again, this strategy of understanding student psyche and then handling them intelligently goes back to the quality of effective teachers where they can effectively communicate with the students. Hence, a teacher who adopts the strategy of understanding student psyche and applies it in the classroom can be considered an effective teacher as s/he can actually help to improve the learning desire in the students.

For an effective teacher, it is important to keep the class controlled without scolding or criticizing the students. Geyer and Greimel-Fuhrmann (2003) mentions some recurrent traits that students use to describe effective and ineffective teachers. Making fun of students is considered

the worst trait of a teacher. Such teachers are usually so strict and authoritarian that students fear them. None of the teachers observed in this study were strict. It was interesting to explore what strategies they used to control their class while creating a comfortable learning environment. Ms. Rabia said that she asked questions of the trouble-makers who slouch on the seats. That was why her students sat properly to avoid unexpected questions. Mr. Junaid suggested counselling to handle the trouble makers:

> We can always pinpoint turbulent students. Weak students are identified through tests. And I can always change my teaching strategy. I counsel the D-graders and ask if there is a problem in my teaching or in their learning. Then they explain the issues. We encourage them and always keep an eye on them in future.

The above statement relates to the literature on effective teaching that signifies that effective teachers are ready to reflect and innovate for better learning outcomes rather than pinpointing and criticising the students. It is important for a teacher to understand that students do not like to be pinpointed, so a skilful approach is required, as Ms. Maria explained:

> To pinpoint in the class that a certain student is not performing well is making them feel bad. If I am a student and a teacher tells me that I am not performing well, I'll feel bad. So, I myself approach my students and ask if they understand. Sometimes, I solve numericals in the class if we have time, and if I can move easily in the class, I can also see how the students are performing and check their weaknesses.

Therefore, first empathising with the students is important in order to control them. Second, a tactful approach to handling them is crucial, as Ms. Maria did it by personally approaching the students rather than pinpointing from a distance in the class. Students also appreciate if the trouble-maker is handled subtly and imperceptibly, as one student provided an example:

> In the classroom, our teacher is very particular about discipline. If a student misbehaves, he fits such an example generally to the situation that the trouble maker becomes embarrassed even without being singled out. (S2 FG3)

Thus, students also like discipline in the class and they consider it to be effective teaching if the teacher does it tactfully. During CROs, I observed many strategies applied by the teachers to tackle the trouble-makers. Ms. Maria used phrases like 'please listen carefully first', when students showed impatience in answering a question, or 'please don't repeat' before she read out the findings of a statistics practical. Due to the firmness in her voice, the message was conveyed effectively without extra effort on repeating the instructions.

Asking questions of the trouble-makers also proves to be a good strategy. In CRO6, a student tried to be funny. The teacher asked him why he was laughing. Then she asked a question of him. Though others tried to answer, she was very firm that the particular student should answer. He was made to realise that if he was creating trouble, he should be ready for trouble because the teacher would immediately ask a question of him. Similarly, in CRO1, a student was laughing so the teacher asked him to answer the question. He was unable to answer. She identified the problem that the students did not have the hand-out. She was serious and asked the same question of another student. The trouble-maker realised his mistake so she didn't go on criticising him. In CRO3, the late comers were strictly told that they were marked late. This reprimand brought genuine concern which was evident from the faces of the late comers. All these strategies really helped in controlling the trouble-makers without disturbing the tempo of the class or without embarrassing particular students. As a result, there was no digression from teaching and the desired learning outcome was produced in the given context. These discipline strategies are evidence of the high self-efficacy of these teachers' class room management skills. They remain calm during handling the class because they are efficacious.

5.1.2 The Use of Effective Feedback

Effective teachers provide feedback through three different techniques (fig. 5.1). Tam *et al.* (2009) point out that students value such teaching approaches in which the teacher is able to evaluate students' performance effectively. In the present setting, a teacher motivates students after evaluation through good grades, encouragement and written feedback.

Although grades are important, ("in the end, I would like to have the feedback in the form of a good grade", S1 FG3), and, as mentioned earlier, students consider those teachers effective who give good grades. Yet, learning should be 'job-embedded learning' (Fullan, 2005; Vinokurov and Bratishchenko, 2011) and HE should relate to the economic growth of the individual. Similar views were held by the participating teachers, as Mr. Junaid commented:

> Grades are instruments to certify how much of the learning has been achieved. By no means, grades are the final products of learning. Grades can never show if a student has become a better human being or vice versa.
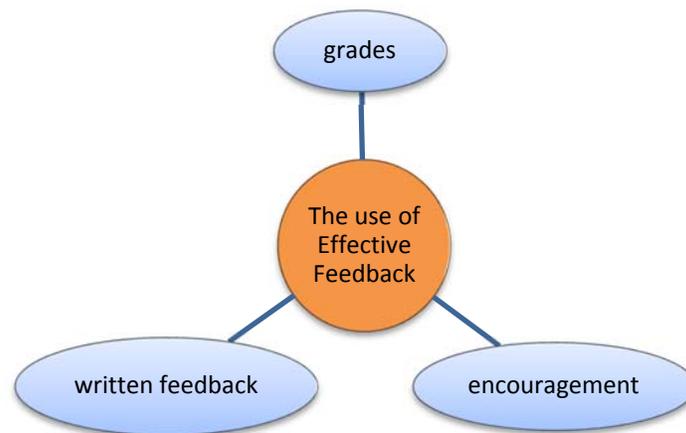
(Fig. 5.2: Effective feedback by effective teachers)

Though effective teachers might not use grades as a usual feedback strategy to motivate the learners, they are definitely using a number of other techniques to encourage them. Geyer and Greimel-Fuhrmann (2003) argue that good teachers are those who empathise with their learners and sustain their learning efforts through continuous encouragement; hence nourish learners' self-efficacy beliefs. Ms. Kiran explained that her encouragement strategies were appreciating the students verbally on the spot ('very good', 'you are right' as observed in her CRO), and commenting on their assignments about the areas that required improvement. Ms. Aafia believed

that one way of encouraging the students was to keep pushing them to work hard and not to be slack:

> I have worked really hard on some students. I kept eye contact, kept pushing them, and kept asking them, not in an insulting way, but casually. I tell them that they are not dull or indifferent as they are posing. I believe what I want to see in them. It always has a positive effect. I avoid personal criticism. Even if I am annoyed at a certain behaviour, I name that behaviour and say that I don't like it I expect my students not to do this. For instance I tell my students that I hope there is no fifth grader in my class and they all have a good laugh at it.

This demonstrates that pushing the students to work hard requires a lot of persistence on the part of the teacher. Relating this back to the literature, only high self-efficacy beliefs can make a teacher persistent. 'Right word at the right time' (Christie *et al.*, 2004:630) makes all the difference in keeping the students motivated to succeed. It indicates how verbal persuasion from teachers leads to higher self-efficacy beliefs of the students. Ms. Kiran argued that the response of the teacher in the classroom was more effective than a written feedback later:

> I give feedback after reading the written work. But I am spontaneous in the classroom. If a student is responding to me during cross question, I will give verbal feedback there and then. I have observed that often your spontaneous feedback is far more effective than your written feedback.

It is important for the teachers to encourage shy students to speak and communicate more. Communication is one of the major skills that an HE student should learn (see Allan and Clarke 2008) and it requires a lot of push and motivation. Ms. Rabia shared her strategy for managing shy students:

> Some students are shy of asking questions. I encourage the students to ask even if it's the most stupid question. I will appreciate such question and I tell them that they will be better than those intelligent students who do not ask questions.

Even a little praise from the teacher means a lot to the students, as one student shared his example:

> I scored full marks in the quiz so I went to the teacher's office to get it. She saw my marks and said 'well done'. It's very encouraging when the teacher gives you such good comments rather than just returning the quiz and saying nothing. (S5 FG6)

Most of the students said that the more motivated they were, the more effective they considered the teacher to be and it really increased their desire to perform well. They considered application of motivational techniques as an effort on the part of the teachers that encouraged the students to put in equal effort towards the learning process in return. As motivation is associated with self-efficacy, highly motivated students are likely to be highly efficacious as well.

Similar encouraging strategies were observed during the CROs. The teacher in CRO 2 allowed mastery experience by making the students solve the questions and asking them the answers and by using positive remarks to motivate them ('you are a smart statistician now'. 'Today, we'll do a very simple task '). The teachers in CRO3 and CRO6 also obtained answers from the students by positive remarks. The excitement of students for receiving such encouraging comments was obvious and their self-efficacy seemed to increase with their level of interest in the class.

Along with encouraging oral comments, written feedback is also an effective strategy that influences the motivation levels of the students. Most of the teachers tried to make their written feedback productive and effective through different strategies:

> I always try to give detailed comments on their assignments. I identify weak areas and suggest how to improve them. I never mark a work without telling the reason why one student got 2/5 while the other got 4/5. (Ms. Rabia)

This implies that effective written feedback demands a lot of effort from the teachers. At the same time, teachers should remain consistent while giving written feedback to the entire class as any inconsistency might de-motivate the learner, as a student narrated his example:

> The student next to me wrote exactly the same as I did but he got 7 marks and I got 6. When I took the paper to the teacher, he said after a long pause that my presentation was not good enough. It was very lame but, of course, I couldn't fight with the teacher. But it was very unfair. (S7 FG3)

To make written feedback more effective, it is helpful if the students are made to compare their work with a better work. In this way, they get an improvement scale to follow, as suggested by Mr. Junaid who said, "The best feedback is their result on assignments and quizzes. I discuss the best assignment and a weak assignment". This example indicates that the teacher is providing vicarious learning opportunity to his learners, incorporated with his own feedback.

A more profound analysis reveals that following the above strategy, the teacher is actually giving a chance for vicarious learning to the students. In this way, not only the purpose of giving feedback is achieved, but through an opportunity for vicarious learning, the self-efficacy of the students may also increase. Students always value the written feedback if it is done carefully:

> If my final paper is marked attentively, all mistakes are pointed out, and ways to improve them are mentioned, I guess this is the best feedback. It is not possible for the teacher to give feedback to each student individually. (S7 FG3)

Feedback is essential for learning (Molloy and Bond, 2012; Austin and Antonio, 2012). The majority of the students held similar views regarding written feedback. They appreciated the personal touch received through the comments of the teacher on their work, which is otherwise impossible for the teacher to give orally to each student in the class. In short, it is important for students to get written feedback on their work so that they learn how to improve their written expression. It is their written expression that is evaluated in the exams and determines their grades. Good grades, as explained earlier, are one of the major motivating factors for any student in the present HE setting. The following statement shows how students feel about feedback through grades and appreciation:

> Our teacher gives us feedback by appreciating us and by giving us good grades, of course. In this course, we are not given any extra marks other than regular tests and quizzes, so the grades are our

best feedback. After that, I find appreciation the most important
feedback for motivation. (S6 FG2)

The discussion on feedback is based on how it motivates students. Motivation in the form of verbal feedback or high grades acts as social persuasion, and in the form of written feedback works as mastery experience for learners. In both forms, motivation received through feedback increases the self-efficacy of learners and they are likely to work harder towards improving their learning performance. Motivating students has already emerged as a factor of effective teaching (appendix 14). So it can be concluded that effective teachers improve the self-efficacy of learners by motivating them and are likely to achieve the desired learning outcomes.

5.1.3   Teaching Styles
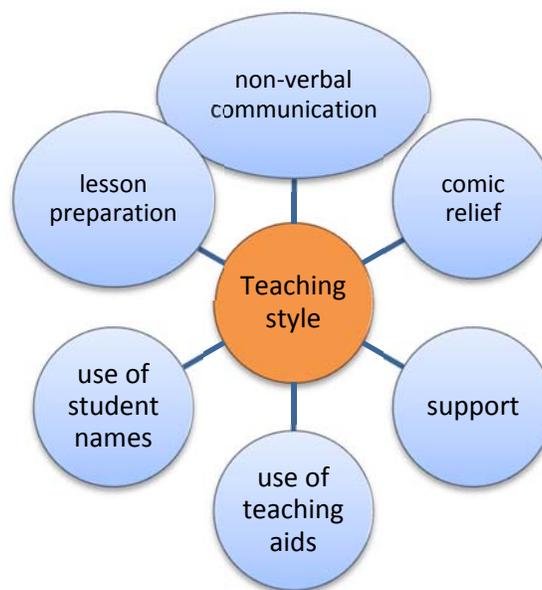
(Fig. 5.3: Teaching styles by effective teachers)

Effective teachers adopt unique teaching style to enhance learning (fig. 5.3). Every teacher has his/her individual teaching style. Deep analysis of the data indicates some common characteristics of teaching styles that prove to be effective strategies to improve learning. These characteristics are non-verbal communication, comic-relief, support, use of teaching aids, use of student names and lesson preparation.

Though a little literature (for example Velez and Cano, 2012) is found on the non-verbal communication of effective teachers, using this communication as a strategy turns out to be really helpful in achieving a smooth learning process in the classroom. In CRO5, the teacher used a soft tone of voice with pauses. This strategy made the message really clear and convincing. The teacher also used head nodding with a smiling face while eliciting previous knowledge so the students were encouraged to say more.

The teacher in CRO1 sounded stern, owing to the loud, calm and clear voice she used, but her facial expressions were neither stern nor polite. She might not seem very friendly but her relaxed body language created an interactive learning environment. She used hand gestures while explaining the topic and the entire class looked attentive. It was also observed that she kept herself at a certain distance from the students but she kept consistent eye contact with the students while moving up and down the class. Her active demeanour also kept the class on its toes.

The teacher in CRO3 had an authoritative body language and voice with a loud tone. When the class started, a student was asked to take off his cap through a minor hand gesture. As the teacher was loud and clear, so the students went from noisy to quiet without being asked. While asking for group names for the upcoming assignments, the teacher himself went to the students. This gesture made the students more attentive. Similarly, the teacher in CRO 2 used a powerful rhythmic voice with hand gestures and facial expressions, especially eyes. Her style showed her enthusiastic involvement in her teaching. As a result, similar involvement was shown by the students through their attentive behaviour. This is a reciprocal effect of self-efficacy. Teachers' self-efficacy makes them enthusiastic and active as this enthusiasm is evident through their non-verbal behaviour. This behaviour becomes a part of the learning environment which is then cognitively assessed by the learner. In this way, learners' behaviour can be affected positively and they can also feel enthusiastic and active towards learning.

Along with powerful non-verbal communication, teachers also used comic relief during the lessons to relax the class and regain its interest. The teacher in CRO2 cracked a joke and the entire class enjoyed it. This comic respite came right after an hour of the lesson. Similarly, in

CRO5, comic breaks were used to make the class ready for the upcoming topic. The teacher in CRO3 first changed the tempo of the class by a funny remark, waited for a while as the class enjoyed it and relaxed, and then quickly continued the topic without further delay. Such breaks are likely to influence the affective states of students positively and, through a positive increase in self-efficacy, they might feel more inclined and ready towards the ongoing learning process. The students in this study took these breaks as an important part of effective teaching. While discussing his teacher, a student remarked:

> A class should not be boring. Our teacher's speciality is that he is always very lively. He maintains the interest of the students throughout the lecture. And if we don't want to study, he gives us a break and talk generally about other things. That's how he increases the interest of the students. (S3, FG3)

Another important characteristic of teaching styles was how the teachers facilitated learning during the class. This also proved to be an effective strategy to improve the self-efficacy of the students, as Ms. Kiran stated:

> My students feel reluctant about communicating in English. My course does not deal with this issue in terms of content, but we do look into it during the class. I try to encourage them to use English in presentations. I have even given them the relaxation that they can use an Urdu word, if they can't think of a better English substitute.

The above example signifies how a teacher facilitates mastery experience for the learners. The resultant enhanced self-efficacy seems essential for the learning progress.

The teacher in CRO1 facilitated the learning of the students by giving them autonomy. They were encouraged to look at each other's work. When the teacher gave them time to solve a numerical, she only monitored that they were writing and solving, but she did not mind if they talked to each other meanwhile. This strategy gave a chance to the students to gain mastery and vicarious experiences that helped to facilitate their self-efficacy about their learning.

In CRO2, the teacher facilitated the learning process by asking the question first and then giving the students cues to find the correct answer. In this way, the entire class participated comfortably, without the fear of being wrong. The students got motivated to learn through this facilitation. It worked as a social persuasion for them and also provided positive affective states through a comfortable environment. Another student described his experience of being helped by his teacher:

> I went to her before the course started. I told her that I find maths difficult so could I get extra time. She said that it was not a problem, and I could go to her whenever I had any problem. She said that, for her, all students were equal and she started from zero with all of them. (S3 FG6)

The above remark denotes that the teacher not only facilitated the learner by offering him help after the class time, but also encouraged him by her remarks that acted as positive social persuasion for the learner.

Bandura (2001) advises that to improve the self-efficacy of learners, it is important for the teacher to implement appropriate instructional strategies. In the present study, it was noted that the use of teaching aids worked as an effective instructional strategy to enhance the learning experience of the students. Each teacher had an individual approach towards the use of these aids. Mr. Junaid told about his rigorous practice:

> I use board, multimedia, case studies and hand-outs. I also prescribe books but student don't bring them to class. Books are to be read for exams. I also give supplementary material and some websites along with the course outline.

Ms. Maria had developed hand-outs. Being a teacher of statistics, she used multimedia in SPSS lab sessions and Research Methodology classes. Ms. Aafia believed that using multimedia saved class time. On the contrary, Mr. Ali found multimedia non-productive because, he stressed, the visuals were not retainable. He voted for case studies. The students also had diverse views about the benefits of each teaching aid but unanimously agreed on their effectiveness. Some students liked worksheets:

I like it when our teacher uses psychometric tests while teaching psychology. We get worksheets with many questions. Once we are done with them, we get to know about our own personality. I really find it interesting. (S1 FG5)

One student (S2 FG5) talked highly of the material compiled by the teacher. It was a compilation of all the topics to be covered in the entire semester. This teaching aid was designed to facilitate the learners. Interestingly, most of the students did not find the use of PowerPoint slides in the class effective for learning. They were more interested in getting the copy of the slides for examination preparation.

The real effective use of teaching aids was seen during the CROs. In CRO1, students were made to practise through the hand-outs they already had. Throughout the lesson, they were given activities to practise to consolidate their learning. Because it was a technical subject, the board was used quite effectively. The markers of different colours were used to highlight different headings and topics.

The teacher in CRO3 asked a student to come to the board and draw something from the previous lesson. PowerPoint was used effectively as observed in CRO5 where every slide was explained in detail. It was a good tool to maintain the attention of the students. It was used when a lot of discussion had already been done. So, it all depends upon the teacher how to make a teaching aid effective. In short, every teacher has a particular style of using teaching aids but, if used with proper planning, these aids are likely to be effective to reinforce student learning. These aids are helpful tools for facilitating the teaching and learning process.

Christie *et al*. (2004) present the views of some students who had a negative feeling that they were not really known to their teachers. In the present study, I observed an effective strategy that the teachers used to avoid this feeling on the part of the students: using students' names while communicating with them. The teachers either answered questions by calling the name of the question raiser or pinpointed the trouble-makers sternly by calling their names. This strategy immediately got the attention of the students and they became active and attentive.

Lesson preparation is not only a trait of effective teachers, but also an effective strategy to plan and improve learning. The teacher observed in CRO1 had planned to such an extent that even the use of different coloured markers on the board was a part of her lesson plan. This planning made her efficacious, which was evident from her body language. Even the questions she asked of the class were already planned.

The teacher in CRO3 was prepared with multimedia slides and the students already had the hand-outs/printouts. He was even ready with unpredictable questions. All the students were ready too. The smooth flow of the lesson observed in CRO2 proved that the lesson was well prepared, though nothing written was consulted. It was observed that if the teacher is prepared with a lesson, the students are likely to appreciate the hard work and respond positively. The lesson planning strategy is in fact a demonstration of the mastery of the teacher. This is the mastery or competence of the teacher on teaching skills that ensures the smooth flow of the lesson with high self-efficacy beliefs, attained from this mystery, the teacher delivers the lesson that is likely to provide all four sources of self-efficacy information to the students. When students experience such positive boost in their self-efficacy, their learning is also likely to improve. Thus teachers' self-efficacy can improve learners' self-efficacy.

5.1.4 Curriculum Delivery
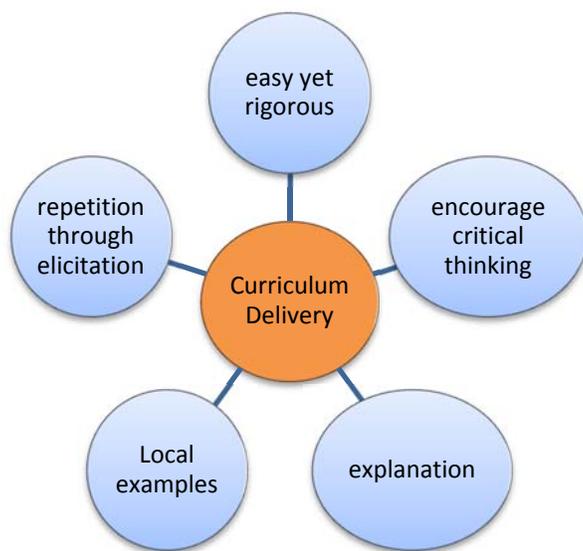
(Fig. 5.4: Teaching styles by effective teachers)

Effective teachers adopt several techniques to complete the syllabus (fig. 5.4). The curriculum directs teachers towards a specific syllabus for a particular group of students (Bushby and Huang, 2012; Barnette, 2012). Teachers use several strategies to successfully cover the syllabus as it is important both for learning and for examination. The data show that the teachers tried to have an easy yet rigorous routine for curriculum delivery. They made the students work hard through diversity in style. Ms. Rabia elaborated:

> I look for diversity in style so that I don't get monotonous or my students don't get bored. I choose new material and make new assignments on new topics and make new questions. In this way, I am forced to read them myself and also make my students read them. So, they can't copy the material of their seniors.

This comment is evidence of how an effective teacher works hard to make the students achieve mastery experience. Mr. Junaid shared his strategy of giving constant reminders to the students to submit their work on time. He did not spare any student because he believed that the students should have a sense of responsibility towards their work. If a student does not perform well, doing that activity again is also a helpful strategy to make that student learn. Ms. Maria explained how it worked:

> If I see that a student hasn't performed well in two quizzes and scored just 1.5/5.0, then one activity is repeated as, of course, our basic intention is that the student should know the concept well.

It is obvious from all the strategies used by the teachers for syllabus coverage that they require a lot of hard work, effort and persistence from the teachers and these themes are associated with highly efficacious teachers. One of the students explained the vigorous routine of his teacher:

> Our teacher says that all students are standing at zero for her, with or without a background. First, she selects a topic and tells us the concept. She makes us understand the concept very clearly. After that comes the interpretation. She gives us a hand-out and the relevant questions in the hand-out are either solved in the class or given as a home assignment. We are given homework as was given to us in schools. She asks us to do them again and again because they will come in the exams. The figure might change but the concept remains the same. (S2 FG1)

The success of this routine was evident from the fact that the students remembered all the topics covered so far. It is worth mentioning here that, in the above comment, the student used the exact words of the teacher ('the concept remains the same'). It shows how persistent the teacher had been in stressing this point. It also reveals that the effort and hard work of the teacher ultimately influence the students and they appreciate it. As mentioned earlier, persistence is a characteristic of effective teachers with high self-efficacy. Thus, such teachers make their students work hard and influence their self-efficacy in this process. The students are likely to feel improvement in their learning and appreciate their teachers in return.

Allan and Clark (2008) believe that becoming an independent learner is a requisite for success in HE. They also promote the learning of reflective strategies to give students the self-efficacy to become independent knowledge seekers. Reflective practice is a part of mastery experience, so, promoting reflective skills in students, at all learning levels, can result in higher self-efficacy beliefs and can produce effective learning. In the words of Tam *et al*. (2009), favourite teachers are those who make connections of student learning beyond textbooks and examinations. Bain (2004) also notes that achievement comes at that point when students become the masters of their educational process and engage in reasoning that leads to deeper understanding, and this understanding comes through independent critical thinking. It is the job of a teacher to adopt such strategies that polish critical thinking skills of the learners. The teachers in the present study adopt several such strategies. Mr. Junaid shared his strategy:

> I give assignments for critical thinking. If I want to give a personality assignment and want to characterise some personality type, if don't find an example from the business world, I get examples from the world of art.

So, the students are made to think outside the comfort zone of the business world. In other words, they are made to experience mastery that might improve the self-efficacy about their learning capability. Similarly, Mr. Ali believed that asking analytical questions was also helpful in developing critical thinking among the learners:

> My questions are not of define and describe. My questions are to analyse, relate and give example. I give scenario based questions like if you are a marketing manager and the company decides to

launch a product, what the outcome would be. In this way, students are able to relate.

The students also understood the value of learning that was acquired through critical thinking:

> The best part of our final paper is that it is not topic based. It is scenario based. We are given a case and we have to apply all our knowledge to it. It makes us think, use our minds, be analytical, and then come up with an answer. This method is really discouraging for the students who only like theory and rote learning. (S4 FG3)

This shows that the students at the present HE setting actually dislike spoon feeding and want to be independent learners. Students showed interest in such learning as it was closer to the real world around them and not confined to textbooks. One student (S7 FG3) praised the use of case studies by his teacher because he got to know novel ideas while he could add his own feedback. Again, critical thinking involves enactive mastery that is appreciated by learners because they can feel the improvement in their learning which is due to their improved belief in their learning ability.

During the CROs, the teachers were observed applying quite a few strategies to inculcate critical thinking in their learners. Students were constantly asked questions and to analyse the findings. The class in CRO1 was very interactive. All the students were interested and attentive. The students in CRO3 were asked to create a link between their previous knowledge and present topic. They were even made to write and think and then write again in CRO2. Learning through such syllabus coverage is practical and is related to the facets of effective teaching where teachers are able to think beyond books.

For effective syllabus coverage, thorough explanation of the course content is crucial as only then the learners understand the ideas presented in books and relate them to the real world. Liu (2003) directly relates clarifying ideas to effective teaching. An effective teacher makes sure that the learners have understood one topic thoroughly before moving to the next one. Students appreciate the efforts by their teachers. They acknowledge the strategies adopted by the teachers to explain the course content, as one student mentioned:

If we do not understand anything, we can ask her openly to repeat and she always gives a quick review. Once, her colleague took classes in her absence. But she did have make-up classes to cover the syllabus herself later. (S2 FG2)

Most of the students believed that it is even more important to explain the technical subject in detail, as one pointed out:

Statistics is arranging the data. It tells us the techniques to arrange data. Our teacher tells us all that in a very easy and good way. She even explains the minor points so we have no problem. (S6 FG 1)

Thus, students do recognize what is a better and easy way of understanding a subject and they expect their teacher to adopt similar strategies, to make learning easy. Answering questions raised by the students is an important strategy to make the explanation even clearer. The teachers were observed answering the questions emerging from the lecture at the end (CRO3 and CRO5) and this strategy immediately satisfied the learners, especially if all the questions were acknowledged. One student (S5 FG1) told how his teacher explained again and again, and answered even the simplest question, so that the understanding of the class was not compromised. Hence, the ability to answer questions is considered to be a characteristic of effective teachers and no query from the learners should be taken for granted. Looking at explaining the content from the point of view of self-efficacy, it falls under mastery experience. If students understand the content, their belief in their own learning ability increases. That is why they consider teachers who make the content easy and understandable for them effective.

Segers and Dochy (2001) believe that teaching, if embedded in the context, creates a positive learning environment. The use of local examples while explaining a topic is considered to be very useful for the learning outcome. Ms. Kiran shared her opinion in this regard:

I try to take examples from their day to day routine. The topic that is learned through examples is always more effective. For instance, I give examples from the latest movies that are of interest to the age group of my students. I have to keep my knowledge about my students' interests up-to-date, as it ultimately results in better learning.

So, first, a teacher should think beyond books to broaden the horizon of the students later. Keeping in mind the latest interests of the students proves helpful. Mr. Junaid was of the opinion that, in a business school, if the teacher has worked in the corporate sector, explanation through local examples becomes easier by virtue of practical knowledge:

> It has been easy for me because my subject is marketing and I have been in the practical field. My specialization was in marketing. Then my job in Uniliver was in marketing so I can relate practical life examples. Students are not interested in theories. These are already in the books. They want to learn what works in the real world. So when I give them examples, they get really interested.

As mentioned earlier, if students find the subjects interesting, they find the teacher effective. Coming back to the use of local examples, most of the students liked this approach and found it helpful for their understanding:

> The best thing about our teacher is that he brings example from the latest brands, advertisements and campaigns from our own context. It's not like he teaches us from a foreign book and its foreign examples which are not relevant to us. He picks examples from everyday trends and then explains the topic. That is what makes us more interested in the subject. (S7 FG3)

Thus, teaching with local and familiar examples makes learning an easy and interesting task for the learners. It might be because, again, the understanding of the students improves through such relevant examples and they feel more self-efficacious towards their learning. The use of everyday examples was also observed during CROs. If the teacher gave everyday examples that students could relate to, they enjoyed learning (CRO5). Simultaneously, such examples expressed the command of the teacher over the subject (CRO2).

Evans *et al*. (2010) recommend building a learning environment on the basis of prior knowledge. The teachers in the present study were observed starting their lesson by eliciting existing knowledge (CRO3) or by revision of the previous knowledge (CRO1 and CRO5). Through these strategies, the lesson started with a question-answer session that made the class active and interactive. Ms. Aafia shared how she elicited knowledge from her students:

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> I ask them to read the topic before they come to the class to have a fair idea of the topic. Even if they don't read it, I start the topic from scratch, give the definition, explain, give one or two examples and then ask for examples from them. The students take it from there.

Students found this inter-relation of topics helpful:

> Our teacher inter-relates the topics really well. If we have studied a topic before, she will relate it to the present topic and then to the next. It helps us in understanding it better. (S5 FG2)

Some teachers even finished the lesson by revision questions (CRO4) so the concepts were repeated. The students were effectively made to think, learn and speak through this strategy. In other words, they were made to have enactive mastery experience.

5.1.5 Conclusion

In this section, I have elaborated the strategies used by effective teachers to enhance student learning. In fact, the success of these strategies makes these teachers effective and this effectiveness is preceded by high self-efficacy of teachers and is followed by high self-efficacy of students.

It is important for teachers to understand the learner psyche and then motivate learners through a convincing teaching style, so that not only the syllabus is covered but also the learning outcomes are achieved according to the requirement of the HE institution. It is noted that all these effective teaching strategies are linked to the sources of self-efficacy to improve learning. It can be said that if a teacher successfully uses these strategies to improve learners' self-efficacy, the desired learning outcome can be achieved and the teaching will surely be effective, in the given context.

5.2 The Impact of Teachers' Self-Efficacy on Students' Self-Efficacy

So far the analysis has explored the facets of effective teaching (appendix 15), what factors influence teachers' self-efficacy (appendix 16), and the strategies implemented by effective teachers to improve learning while improving learners' self-efficacy (appendix 17). Learners are the best people to judge if the teaching is effective. It is established that effective teachers have high self-efficacy but the learning outcome of an institution is the prime indicator of the effectiveness of teaching and learning there. So, to gauge the effectiveness of teaching, it is important to judge the effectiveness of learning, and upcoming sections explore the final outcome, learning. The data are analysed to address my last sub-question (To what extent does the self-efficacy of teachers influence the self-efficacy of the students?) that explores that effect of teachers' self-efficacy on students' self-efficacy and the emerging themes were put in spider diagrams during the coding process. First, the indicators of teachers' self-efficacy (Fig. 5.5: teaching for effective learning at HE, student-centred teaching, effective teaching approaches towards the learning process in HE) are discussed. Next, by their impact on students' self-efficacy is discussed under four sources of self-efficacy (fig. 5.6: self-efficacy in learning, learning with peers, influence of persuasion, affective learning environment).

5.2.1 Teaching for Effective Learning in HE
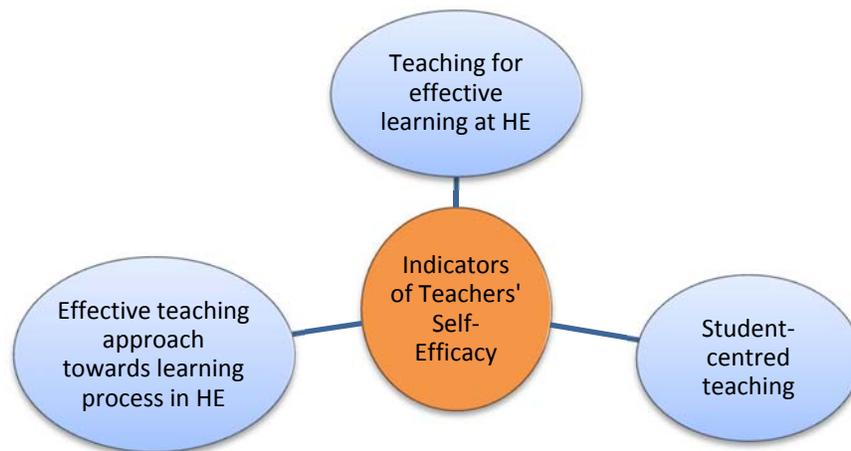
(Fig. 5.5: Indicators of teachers' self-efficacy in HE)

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When Watkins *et al*. (2002) examined teachers' views about effective teaching, all the teachers focused on students' learning, linked effective teaching with student learning and focused on the learners and their learning process rather than on the teacher and teaching process. The real challenge for the teachers, according to Bandura (2001) is to get the learners to believe in their personal capabilities that improve the effectiveness of learning. Bain (2004) and Tie *et al*. (2012) suggest that, for effective learning, teachers should come down to the level of the learners and give them autonomy to learn on their own. The teachers in this study agreed, as Ms. Maria expressed her efforts to go to the level of the students to make her teaching effective:

> When I initially joined, it was important for me to know the comfort level of the students. For example are they comfortable with doing the numerical from the book, PowerPoint slides or doing the numerical on board etc? I asked them all this in the beginning. Now all these things are finalized and I have asked so many students that I know their comfort zone, and I have adopted the most comfortable one. That is using the board to solve the numerical on the board, each and every step. Although it's hectic for me but still they want me to do that so I do it.

While Ms. Aafia believed that effective teaching in HE means making the students independent learners and working on their attitude, Mr. Ali commented that practical learning was more important than merely learning the course contents:

> There are two concepts. One is how much course the student has covered. The second is how much the student has learned. For me, the latter is more important. It is important if the student is able to relate the concepts to real life.

Mr. Junaid liked teaching in HE because of the research culture, unlike junior levels, where students were made to learn by rote:

> Students do independent research, not merely rote learning from the text books. Here, teachers are more research-oriented. The real test is when the students go in the field. There, the confidence of these students is the actual result of education. Here, they are just confident that they are going to study in a good institution. But confidence in their abilities in the job market comes after education.

So, the outcomes of HE learning are the self-efficacy beliefs about their abilities to perform; something the learners take to the practical field; and teachers try to develop these beliefs through effective teaching strategies in HE. Adding to the discussion on practical experience, one student described how his teacher made them ready for the field:

> Our teacher invites us to meet with corporate people because he knows that we want to work in good organisations. He gives us opportunity to participate in different events. All this make us really confident.

It is the vision of the teacher that can see the demand of the field and learning requirement accordingly. If the students meet actual professionals from the field, it not only gives them vicarious examples to follow, but also provides positive persuasion to work harder to achieve their professional goals. These sources to boost their self-efficacy are provided by effective teachers that result in effective learning. Furthermore, Ms. Rabia talked about the proficiency in subject knowledge as an important facet of teaching in HE:

> In HE, the teacher needs to be very proficient in subject knowledge and appropriate teaching methods. The students in HE demand independence, and teachers should respect their wish as long as the learning aim is achieved.

Yet again, proficiency in subject knowledge is linked to appropriate teaching methods and independent learning (Anderson *et al*., 2012; Noonan, 2012). Nevertheless, teachers also talked about the problems they faced during teaching. Ms. Kiran complained about the casual attitude of the parents. In the given context, parents are still influential at the HE level as financial support, and their lack of responsibility might make the student careless towards their studies. This attitude goes back to the discussion on negative social persuasion that affects teaching. Looking at the reciprocal model of self-efficacy of teachers (page 58), such negative social persuasion can act as an environmental factor that might ultimately influence the behaviours of teachers by de-motivating them through low self-efficacy. Reciprocally, teachers are likely to develop a negative attitude towards such factors that de-motivate them. Ms. Aafia expressed her annoyance at the organisation's setup:

Our hands are bound. We are ordered not to give more marks than a specific range and we can't do anything about it. This is very unfair to the students who are working really hard to excel. I do talk to them and try to counsel them but this generation is very sharp. They know that they are paying to come to this university but they are not fairly treated. If they are on scholarship, the situation becomes even worse for them as they are very much under pressure.

The negative influence of an organisation's policy on teaching effectiveness has already been discussed, but the comment by Ms. Aafia is alarming as such influences can cause real damage to the learning process. It is because when students are not appreciated even after hard work, their self-efficacy about getting good grades decreases and causes disappointment. Considering reciprocal model of learners' self-efficacy (page 64), this change in behaviour can cause further decrease in learners' self-efficacy which can act negatively for their learning. An organisation should not only understand learners' learning expectations but also provide them highly qualified faculty, not just mediocre faculty, as Mr. Junaid elaborated:

By mediocre faculty, I don't mean teachers with average degrees. I mean the training they had, their horizons, the options or careers. Good and trained faculty will be loyal to the institution and will be career-oriented. Nobody wants to leave a career. Good faculty will lead to good students. When good product will go to the market, it will assure more good students. So the administration should invest in the teachers. It's a long term process but it's tested and confirmed.

Unanimously, the teachers agreed that teaching at HE level is to make students independent learners and efficacious enough to go to the job market. For this learning outcome, the encouraging support from the organisation is the principal requirement, both for the teachers and the students. This encouraging support is the environmental factor that is cognitively processed by teachers and students alike and can have a very positive influence on their teaching and learning behaviours. Reciprocally, they might acquire a positive attitude towards the organisation.

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5.2.2   Student-Centred Teaching and Effective Teaching Approach

Carnell (2009) describes the concept of effective teaching through the eyes of HE teachers and argues that improving the status of teaching means improved learning. In the quest for improving learning, teachers make connections with student learning beyond text books and examination and employ more student-centred teaching approaches to engage and inspire learners. Such approaches can provide maximum mastery experience to students while persuading them towards learning, hence improving their self-efficacy. The teachers in my study expressed and practised similar student-centred approaches. They tried to make learning an easy and interesting task for the learners. As discussed earlier, if students find the content easy and interesting, they are likely to experience positive affective states and get enactive mastery experience. With improved self-efficacy, they might experience improved learning. In return, they label their teachers effective. Mr. Junaid presented his method:

> I know the topic to be covered. If I have 70-75 minutes, I see what
> should be covered. It's not hard and fast actually. If the topic is not
> covered, I don't mind. The important thing is students are inclined
> and ready to learn something.

So, teachers pay more attention to the interest and achievement of the learner than on content coverage. In fact, teachers like students who show a genuine interest in learning:

> I won't say that I like the students with high GPA. I like those
> students who have the passion to learn this subject. I am fascinated
> by this keenness in them. A student with high GPA wants to
> maintain his grade, of course, but I really like the passion to learn.
> (Ms. Maria)

This comment suggests that if a student shows interest and keenness, it urges the teacher to deliver in the most effective way to achieve the most productive learning outcome. According to reciprocal models of self-efficacy, students' behaviour influences teachers' effectiveness and vice-versa. As Fenstermacher and Richardson (2005) note, because effective learning is the final outcome of effecting teaching, the primary indicator of effective teaching is located at the level of the student, rather than the teacher. Ms. Aafia talked about her practice:

> I tell my students in the introduction that I want them to know who they are and what they want from life. I want them to develop this self-awareness. I tell them that they should become responsible citizens, develop critical thinking and not become blind followers of any thought or perspective. I want them to learn how to make personal choices. I work on personal attitude.

Hence, a teacher needs to make an effort to make the teaching truly student-centred. But it pays off in the end in the form of effective learning in a comfortable learning environment in HE. One factor that might help teachers in making teaching more student-centred is to think about their own experience as students and then avoid repeating what annoyed them back then, as suggested by Ms. Rabia:

> I was a very shy student and never wanted to be in the limelight. So I respect shy students. I try to make them feel comfortable and only ask answers from those who volunteer to communicate. I avoid forcing anyone to speak or answer. I want them not to be afraid of the teacher or to be scared lest others think they don't know the topic. So we should not make the students feel bad about the learning experience. Maybe I felt it somewhere in my student life so I believe that students should be made comfortable. If you go down to their level, they will learn and a favourable learning environment will be created.

It is also important that students have the autonomy over the pace of the lesson as their understanding is of prime importance. The participating students showed regard for such teachers who facilitated learning and provided the students with ample opportunity to learn at their own pace, as is evident from the following comment:

> If we want to stop the lecture, we can directly ask our teacher to please stop. Or if we don't understand anything, we ask him to repeat and he gives us extra examples to clarify his point. We do tell him what was good and what was boring about different topics. (S3 FG3)

The above comment suggests that if students are motivated to perform at their best, it can provide them with enough mastery experience to increase their self-efficacy that can result in the desired learning outcome in HE. I also observed during the CROs that sometimes the topic was

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not covered due to the discussion in the class, but the enthusiasm of the students, or the teacher, did not diminish. So, the completion of the topic is not the indicator of learning; it is the interest and understanding (indicators of self-efficacy) of the learners that make learning effective.

To have effective learning in HE, it is important for the teachers to have the right approach towards the learning process in HE. This means knowing the desired learning outcome and then knowing effective teaching ways to achieve that target. Students find such teaching approaches effective that depict complete involvement of the teacher in the class, as is apparent from the following comment:

> Some teachers enter the classroom and deliver that day's lecture. They show least concern whether the students understand or not. They just come, teach, and leave. But some teachers deliver the lecture, clarify everything, ask relevant questions and make sure that everyone understands the topic. I find such teachers effective. (S2 FG5)

This student is demonstrating how the teacher improves the learner's mastery experience and, reciprocally, giving feedback by calling the teacher effective. Most of the teachers also agreed and added that it was important to have reciprocal involvement in learning from the students:

> I have learned through experience that all you need to do is to get involved in the class fully. You should not just come for lecture and then move away. Each student should feel a part of the learning environment. They should feel that it's important for them to be present not only physically, but psychologically as well, as they might be asked a question any time. (Ms. Kiran)

The learning environment of learners includes teachers and teaching. If learners are involved in an environment conducive to learning, their self-efficacy is likely to improve, and that will positively influence their learning behaviour. Furthermore, if a teacher manages to involve the students in the lessons, it can give the students a mastery experience that can boosts their self-efficacy to a very high level, as is obvious from the following comment:

> Our teacher delivers the lecture in such an interesting way that we don't have to remember anything. Even if we look at the content a

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day before the exams, the exact examples that he gives in the class
come to our mind. That is the best part of his teaching. (S5 FG3)

So, class involvement leads to enactive mastery of students that results in their high self-efficacy beliefs about their understanding, and they perform well in exams.

5.2.3 Self-Efficacy in Learning
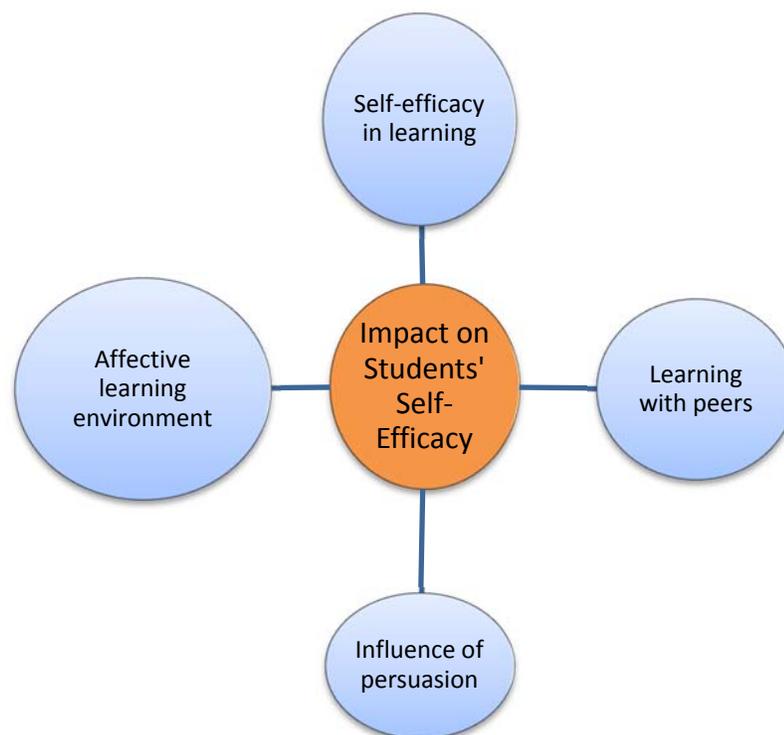
(Fig. 5.6: Impact of teachers' self-efficacy on students' self-efficacy)

Bandura (2001) makes a comparison between the students with high and low self-efficacy and concludes that students whose view of their capability is high go on to challenge themselves and expend greater effort. The students in this study expressed their confidence in learning as a result of the mastery experience that they received during the learning process.

As HE is considered important for the economic growth of individuals (Suspitsyna, 2012; Sanyal and Johnstone, 2011), so teaching in HE is considered effective if it prepares the learners to

become successful professionals in their respective fields. In other words, if the learners feel capable enough to utilize the acquired knowledge to get established financially, the teaching has been effective. During data collection, most of the students were confident about their learning because they enjoyed the course and learned how to become future managers. This suggests that their teachers involved them in the course and this strategy improved the learner academic self-efficacy. In one focus group (FG3), all students knew the course (marketing) they were studying, but all had individual definitions of it. It was evident that they were taught to think critically, which is requisite for learning in HE. Students who are provided with enough mastery experience and social persuasion from their teachers can develop self-efficacy to think critically and form their own opinion, and this development of students' self-efficacy is possible through effective teaching practice.

High self-efficacy of the students results in high ambition for the future regarding their respective fields because they are efficacious in their practical learning. According to Christie *et al*. (2004), students with high self-efficacy have a strong sense of purpose. The majority of the students shared their future goals with me, mainly continuation of studies, starting a business, going into civil services, going abroad, starting a job and joining the family business. If students show high self-efficacy levels, most of the credit goes to the teachers who inculcated this sense of purpose in their students and then encouraged it. Holding true to the reciprocal mechanism, high self-efficacy of teachers increases the self-efficacy of students and vice-versa.

> The Business field has a vast scope. You can join many lines or enter any firm after MBA or BBA honours. A doctor can only join some medical firm. An engineer can only go to construction or any related field. But we can join any field which can be as good as being a doctor or engineer. (S5 FG1)

All the students showed great interest in their respective subjects because they unanimously stated learning as their prime focus. Despite the importance of grades, the majority of the students gave more value to learning:

> Of course, we want good grades. But, for me, learning should be effective. If you have good grades but you don't know what standard deviation is, then there is no point. Understanding of the

course is important and we should learn the concept by the end of the semester. If you don't get actual knowledge of a subject, studying it just for the grades is useless. (S4 FG1)

Students can tell whether their learning is effective or not, if they have self-efficacy beliefs about it. The strong desire for learning goes back to the discussion on teachers' self-efficacy where effective teachers talk about how grades are not a good criterion to gauge learning. This implies that the strategies used by effective teachers to involve the students can result in high self-efficacy in learners.

Some students also gave credit to the strategies implemented by their teachers to improve learning. One student (S3 FG1) appreciated how his teacher related one topic to another; something that helped in better understanding. This shows that effective teachers try to provide mastery experience to learners and the student knows very well what makes a teacher effective because this results in effective learning. I noted during CROs that if teachers were prepared, active and encouraging (indicators of high self-efficacy), students also tried to respond reciprocally in an active and enthusiastic manner (effect on their self-efficacy). The more a student is given a chance to learn, the higher self-efficacy beliefs s/he develops about learning.

5.2.4   Learning with Peers, Affective Learning Environment and Influence of Persuasion

Vicarious experiences that come with learning with peers are another source of self-efficacy. Christie *et al*. (2004) pronounce that learning with peers should be encouraged because it facilitates informal support, gives greater sense of identity and belongingness as this practice aids vicarious experience at a comfort level. Anderson *et al.* (2012) argues that when students work together, they become responsible for each other's learning. So, the success of one student helps the other student to be successful as well, which makes learning a joyful experience. Vicarious learning provides self-efficacy information to learners that if their peers can do a task, they can also perform it. Thus, the process of learning becomes easy if learners are given a chance to learn from and with each other.

The students in this study were observed to work in greater comfort while working in groups rather than in individual work. The majority of the teachers allowed them to work with each other because effective teachers give the students the freedom to discuss and learn from peers. Students were also aware of this comfort zone, as one discussed his experience of working in a group:

> We have been together for a long time, so we have an understanding about each other's abilities. We don't assign each other the work that we know the other person can't do. It can be called a drawback but after spending a long time in the same group, we get to know each other. We know one another's strengths and weaknesses, even the intentions. (S7 GF3)

Such a comfort zone improves learning through providing positive affective states that increase students' self-efficacy. When a comfort zone is created, a sense of competition also develops while working with peers:

> Grades are important because they create a competition among the students. If my friend or group fellow is getting good grades, I also want the same. (S2 FG6)

This comment is evidence of the vicarious experience coming from competition. If one student achieves high grades, others want to follow suit. A large majority of students believed that group work decreased the workload. Only two students were of the opinion that, as they considered themselves to be perfectionists, group work increased their load because they had to work with the group, and then alone, to re-check the work. Mr Junaid commented that a teacher should be aware of such students so that they are either given individual work or work with a group in which each member can make an equal contribution to the task. Nevertheless, the students unanimously agreed that group work was a great way of learning from each other:

> The best part of group work is we get to learn a lot as everyone thinks differently. We discuss among each other what should be done and what not. Then we come to a mutual plan for the work. (S2 FG3)

Dees *et al*. (2007) and Noonan (2012) believe that to create a social environment within the class, students should be allowed to work with peers. Although it did not appear as a prominent strategy in the given context, a deeper analysis of data suggests that improved self-efficacy can make teachers effective, and letting the students work in groups is a strategy that effective teachers are likely to apply in the class because they might be efficacious enough to monitor the flow of the learning process. As a result, the vicarious experience can increase the self-efficacy of students that might result in an effective learning process and a better learning outcome. This outcome is then believed to increase the self-efficacy of teachers even further and they may become more involved in the teaching/learning process.

Students get social persuasion from their peers as well as teachers. While discussing the strategies of effective teachers, several ways through which teachers encourage their students have been mentioned. Students confirmed that the effect of persuasion was always positive. It might be in the form of an expression of learning expectation on the part of the teacher:

> If I have no issue with grades, then I will only work if the teacher expects me to work. Otherwise, if I am getting good grades, I am fine with it. But for the teacher, I will work with my heart. (S4 FG3)

Verbal persuasion also has a positive impact, as observed in CRO1, where the teacher kept asking about the previous lesson. She asked questions about the previous lesson and when any student answered correctly, she praised (' very good, absolutely right') and if a student hesitated, she encouraged ('you are very close'). An important factor in the persuasive style of the teachers was the feeling of respect and care that the teachers conveyed to the students, as one student explained:

> Interestingly, even his insult never felt bad because he does it jokingly. Through this, he conveys the message in a very subtle way. He actually sounds positive and motivating while smiling. He never de-motivates. If any other teacher says such things, we may never even listen. (S3 FG3)

The above comment goes back to the strategies of effective teachers where it was discussed that they pinpoint the trouble makers subtly. An effective teacher knows such techniques and this persuasion can result in higher self-efficacy that might result in effective learning. This comment also depicts that if a teacher give respect to students, students reciprocally respect the teacher.

5.2.5   Conclusion

After understanding what teachers think of learning at HE level, it is evident that teachers with high self-efficacy levels can have a positive approach toward learning. Such teachers believe in giving autonomy to students, making their students independent learners, making them efficacious through a student-centred approach, and involving them in the learning process. These teaching techniques then improve the self-efficacy of the learners through providing them with all four sources of self-efficacy information. These students, as a result, gain self-efficacy about their learning and expend greater effort to achieve the desired learning outcomes and meet the expectations of their teachers. The reciprocal element of self-efficacy theory keeps emerging throughout the analysis where students, after experiencing successful learning, call their teachers effective. As discussed earlier, positive feedback from students improves the self-efficacy of teachers. Thus, when effective teachers improve the self-efficacy of learners, learners also positively influence the self-efficacy of their teachers.

CHAPTER 6

CONCLUSIONS

This chapter presents the conclusions, discusses the limitations of this study, and offers recommendations for future research in the same field. Furthermore, I reflect on the lessons learned through my experience as a researcher in Pakistan. This research was an attempt to answer two major research questions and four sub-questions:

1. How does teachers' self-efficacy relate to effective teaching?
    a) What are the perceptions of teachers and students about the factors leading to effective teaching?
    b) To what extent do self-efficacy beliefs of teachers make them effective teachers?

2. How does teachers' self-efficacy relate to student learning?
    a) What strategies do effective teachers adopt to improve student learning?
    b) To what extent does the self-efficacy of teachers influence the self-efficacy of the students?

After the analysis of data, the conclusions emerging from the findings are presented in a cyclical model, shown in fig 5.1. The model depicts the role of self-efficacy on the teaching and learning process in the given HE setting. Effective teachers possess a command over subject knowledge in the local context and they have competent teaching skills to deliver the content while making it easy and interesting for their learners. Such teachers have high levels of self-efficacy which is evident from their motivation, enthusiasm, perseverance and high learning expectations from learners. These teachers are optimistic about their learners' capabilities to learn, so they apply several teaching strategies (e.g. effective feedback, understanding the learners, syllabus coverage). These teaching strategies, along with the teaching behaviour of the teacher, are likely to provide self-efficacy information to the learners from all four sources of self-efficacy, especially mastery experience. Learners, with an increase in their self-efficacy, might get

motivated and develop positive perceptions about their abilities and, as a result, perform well in the class and in examinations in the overall learning process. When students feel that their learning is improving, they consider their teachers effective, provide them with positive feedback and show an improved learning performance. This feedback and performance, in turn, is likely to motivate the teachers and improve their self-perception about their teaching competence. With this likely increase in their self-efficacy, teachers may become even more enthusiastic towards their teaching and strive to improve their pedagogical standards. This extra effort makes them even more effective. In this way, the process from effective teaching to effective learning, and vice versa, continues.

The circles in the diagram read:

- Effective teachers in HE have the latest teaching strategies, knowledge of the local context and ability to engage students while possessing a command over the subject.
- Effective teachers show high levels of self-efficacy through their enthusiasm, perseverance, high expectations from their learners and goal-orientation.
- Teachers with high levels of self-efficacy can influence students' self-efficacy through effective and innovative teaching strategies and create a conducive learning environment where students may receive self-efficacy information from all four sources
- Improved student self-efficacy is likely to result in improved learning outcome.
- Improved learning generates positive feedback from students for their teachers along with a better learning performance.
- Students' feedback and improved performance might reciprocally increase teachers' self-efficacy who may become more enthusiastic and motivated towards the teaching/learning process and become more effective.

(Fig. 6.1: The role of self-efficacy in effective teaching and learning in HE)

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Considering my research questions (link between teachers' self-efficacy and effective teaching, and link between teachers' self-efficacy and effective learning), there is considerable overlap in the conclusions because all major themes (effective teaching, effective learning, teachers' self-efficacy, students' self-efficacy) are interconnected and dependent upon each other. Nevertheless, the conclusions are arranged in the order of my sub-questions though constant overlap keeps on referring to other themes.

6.1   Perceptions of Teachers and Students about Effective Teaching

The above model indicates that students and their learning outcomes emerge as the main focus of the entire teaching-learning process (also see Bordelon *et al.* 2012). If the self-efficacy of teachers is empowered by positive self-efficacy sources, they will empower their students by raising the bar of learners' self-efficacy beliefs. The opposite side or the negative influence of low self-efficacy beliefs cannot be ignored. If teachers receive low self-efficacy information from any one source (as observed in the case of Mr Ali, see chapter 4, page 163-164) his/her teaching performance can be negatively affected because of the resultant low self-efficacy perceptions about teaching competence. Thus, the self-efficacy beliefs of teachers and students reciprocally influence each other.

The views of teachers and students about the subject knowledge of teachers are similar to the extent that both groups consider it very important for effective teaching and learning. Students give more credit to how a teacher delivers a lesson than what is actually presented, or the actual subject knowledge of that teacher. Teachers who have completed a teacher training course are more efficacious than those who learned through trial and error, although all teachers are highly passionate towards teaching. Teachers with training come to the institution with solid foundations of teaching knowledge along with subject knowledge. This is not to imply that subject knowledge is less important. This study puts more emphasis on learning the art of teaching for the teachers in HE. It also implies that training opportunities for teachers are beneficial for the student because, ultimately, they are the final recipients of teaching practice.

Furthermore, teachers unanimously agree on the importance of acquiring communication skills as a component of learning in HE. This learning appears to have two dimensions: firstly, teachers should pay attention to the non-verbal messages they communicate to the students. For example, 'Are these messages congruent with what, or how, they are teaching?' They should become models of effective communicators by working on their non-verbal communication skills. Secondly, teachers should also learn to understand the non-verbal cues from the students because only then can the bridge of communication be crossed as it is a two way process. Literature on non-verbal communication reveals that non-verbal language, just like any other foreign language, needs to be learned bit by bit. It is evident from the present study that positive non-verbal messages from the teachers (smile, nod, encouraging pat on the shoulder) result in better learning outcomes for the students because these messages translate as positive social persuasion that enhance the self-efficacy of students.

Further addition to the importance of non-verbal communication is made by the teachers in this study who try to understand unspoken messages of the learners. The views of the teachers clearly reveal that they can understand the mood of the class just by looking at the faces of the students; the faces of the troublemakers are detected by the innocence they try to portray, and the affective states of the students are noticed by merely observing their posture. Adding to the fact that such teachers are considered intelligent by the students, this vivid understanding of the non-verbal cues from the students says a lot about the effectiveness of teaching. A teacher can achieve maximum communication with the students if the verbal and non-verbal bridge of communication is complete between teachers and students and the process is two-way.

The views of the Pakistani youth participating in this research suggest that this nation is struggling with several national crises including inflation, power shortage and unemployment. The last seems to be the most alarming as all the participating students show concern towards their future job prospects or business plans. One of the main purposes of HE is to increase the employability prospects of the students. This study shows that teachers can present the most relevant and successful role models for the students by inviting professionals from the business industry. Even at HE level, it is revealed that teachers still have the power of having a strong influence on the personalities of learners. Students revealed the lasting impressions of teachers

on their lives during discussions. This phenomenon can be attributed to the cultural context in which this study is conducted. In Pakistan, most of the HE students are dependent on parents or guardians for financial and/or moral support. In such cases, a lot of responsibility lies on the shoulders of their teachers to make the learners independent individuals who can face the challenges of the world. If students believe that teachers encourage them, equip them with required job skills, and guide them properly towards future paths, the purpose of HE is aptly served (Scott *et al*., 2008). In the context of self-efficacy research, effective teachers can raise the self-efficacy beliefs of their learners so that when they enter the practical world, in their local context, they have enough perseverance, determination and high self-perceptions about their ability to be successful.

In the present research, there is clear evidence of unanimity between teachers and students on the issue of class discipline (when students show interest in the learning process). Both groups unanimously agree on the description of indiscipline and interesting teaching; the former is created when the students are not showing interest in the learning process and the latter is the term used for the motivating style of teaching that attracts the students towards the learning process and the content to be learnt. The teachers appear to believe that they need to make an effort to keep the class disciplined for maximum learning. The students are found to believe that an interesting way of teaching is more productive and conducive to learning. The data suggest that the more interesting the style of teaching is, the more motivated the students are towards learning. It has emerged from students' comments that the HE students in this study, regardless of their socio-economic background or reason for joining the course, are genuinely interested in learning. What is required is a teacher's belief in the learning ability of these students and, then, providing them with the best possible teaching to bring the best out of them. Effective teachers with high self-efficacy are likely to have such a positive approach towards learners; they provide their students with such a learning environment where the tempo of the class is under the teacher's supervision but the students learn at ease with ample opportunities to gain self-efficacy information. Such an environment is likely to produce effective learning.

Teaching practice in the present context does not appear to have any continuous reflective practice. Reflection, as a part of everyday lesson plan, and as a source of improving teaching

practice, is not recognised. Contemporary HE literature (e.g. Allan *et al*., 2009) has confirmed the importance of reflection for constant self-evaluation of effective teachers, subsequently improving learning standard. This suggests that reflection on the part of teachers improves the self-efficacy of learners as teachers improve their teaching standards which result in improved learning standards. Again, a lack of teachers' training can be a cause of this lack of reflective practice. Teachers in my study are aware of reflection and they do appear to reflect upon their practice, but only in exceptional circumstances. None of them keeps a written record of reflection.

The present research findings highlight the expectations of students from their teachers and from their organisation. Literature (e.g. Gruenbaum, 2010, 2012) depicts that HE promises to improve the life of an individual both personally and professionally. It is required from an HE institution to treat a student as raw material that needs polish, shaping of rough edges, moulding in the best possible contour, treatment from the best professionals in the field, and then make it ready for presentation in the most suitable form. This final product will become the future professional of the country who is equipped with the latest knowledge and skills, has indigenous understanding, possesses the passion to take initiatives and carries leadership qualities to inspire and lead others. All this is possible only if students are trusted for their learning ability, not just on their ability to afford the course. In other words, comments of the students reveal their expectation to be treated as future products that the institution proudly presents in the field, rather than as customers of a course product itself.

6.2   Link between Teachers' Self-Efficacy and Effective Teaching

Considering the effects of teachers' self-efficacy upon effective teaching, the self-efficacy of a teacher is improved through all four sources and mastery experience proves to be the strongest among all (Artino, 2012). However, an exploration of the lack of vicarious experience of the teachers in my study proves thought provoking while understanding their self-efficacy beliefs. It is evident from the findings that this dimension is taken for granted within the given organisation and teachers do not get a chance to have a rich experience for vicarious learning. They do not interact with each other to share knowledge or practice. As a researcher, I interacted with more

than one teacher from the same department and also had a chance to observe their actual practice in class. There is evidently a great deal these teachers can share with and learn from each other. Interestingly, they are aware of the importance of learning from peers and they do interact with professionals in their field outside the organisation. This absence of a rich source of self-efficacy leaves a gap in the overall self-efficacy of the teachers and, consequently, in their teaching practice because they find themselves unable to share good practice with their colleagues. They also commented on the absence of a combined staff room and fewer permanent faculty members which can be the reasons for their lack of interaction. This dimension (absence of vicarious experience for teachers within the organisation) requires further research to specifically explore the reasons behind this gap and how to fill it. However, students are not deprived of the opportunity to learn through the experience and examples of other (i.e. vicarious learning) as their teachers provide them all possible opportunities to learn from the examples of their teachers and peers. Teachers even invite experts from the corporate sector and business world to encourage their students to achieve their learning objectives. Students seem to appreciate these efforts and find opportunities of learning from others very useful.

Social persuasion, the third source of self-efficacy beliefs is found to play an important role in the given context; both for teachers and students. Even though the absence of vicarious experience for teachers is noted within this specific setting, this void does not appear to be a hurdle for the teaching process. Perhaps their high self-efficacy beliefs have made them resilient in the face of difficult situations. Teachers talked about having positive vicarious experiences outside their present job setting and all agreed upon the benefits of sharing good practice, but none complained about not being able to do so. The real disadvantage is due to the presence of negative persuasion from the organisation. It is not suggested that it is done on purpose. The reason might be the setup of the organisation. This is a private university that works as a revenue generating organisation and students are viewed as customers, at least by the organisation, if not by the teachers. In order to keep the budget sustainable and to earn a profit, the organisation has to make the teachers work as employees of a business setup. For example, the organisation has introduced a grading system in which teachers cannot give more than a certain number of A grades, no matter how good the results are. The comments of teachers and students indicate that A grade qualifies a student for tuition scholarship and, as the organisation has allotted only a

certain number of scholarships, hence the restriction on A grades. All the students unanimously oppose this system as they find it highly discouraging. As explained in earlier chapters, the cost is shared between students and the organisation and students need to maintain a certain grade level to avail themselves of this facility. Of course, the disappointment of the students is evident from their views. If they know that they won't get their desired grade, despite their best effort, their motivation levels decrease immensely. Such low motivation is caused by their low self-efficacy that is initiated by negative persuasion from the organisation. Considering the views of the teachers, it becomes evident that they are also not happy with this restriction as they are not given free rein to reward good students. It is suggested that this policy should be revised and the organisation can increase the number of scholarships.

The findings of this study suggest that the age of the participating teachers is noticeable in forming their self-perceptions about themselves. The views of a senior teacher in his sixties are far less optimistic towards the learning abilities of his students as compared to the other five teachers who are in their early or late thirties. The latter group shows innovation in its teaching style and presents a belief in catering to individual needs of the students. This is exactly what is expected of an HE teacher in this modern academic world (Benson and Samarawickremam, 2009). The senior teacher expresses more passion towards his subject area than in the students who are there to learn. His comments contain an underlying streak of monotony. It is suggested that his ailing health might hinder his desire for learning new techniques that are essential for HE teachings these days (e.g. IT skills). In the present system, senior teachers are respected, admired, appreciated, but not utilised properly. They are not encouraged to do further research or train young teachers. They are teaching the same courses repeatedly without any innovation and this practice subsequently prevents them from taking interest in fresh faces or minds. Though they do show optimism towards in the abilities of a young generation, they do not play much practical role in polishing these abilities. These teachers have become a victim of 'dry rot of pedagogy' (Hilton, 1934). It is clear that these teachers lack neither knowledge, nor competence. What is needed is proper execution of their talent (engaging them in CPD programmes or in counselling sessions for teachers and students). If they are given tasks according to their competence, they are likely to feel more useful and more efficacious within the organisation.

6.3　Strategies Used by Effective Teachers

As mentioned earlier in chapter 3, three departments (statistics, marketing, and psychology) were contacted for data collection and two teachers from each subject were selected as participants. Evidently, the subject area of teachers influences their approach towards the overall teaching-learning process and the role of a teacher in HE (Shulman, 2005; Jones, 2013). Teaching strategies used by one teacher are quite similar to the strategies used by another teacher of the same subject area. For example, the views of one teacher about the interaction with students are specific, yet similar, to teachers of similar fields, but widely different from the views of teachers of other fields. For instance, both teachers of psychology believe in the power of counselling and consider it a part of the job of an HE teacher. Students go to these teachers often to discuss personal issues and get guidance regarding educational and, sometimes, personal matters. In contrast, the teachers of statistics are available for help that is strictly related to the subject area. They did not mention any student coming to them with other than academic problems. The views of students suggest that such teachers have a reputation for being too mathematical or to-the-point. These teachers find their subject to be so technical that all their efforts go into making the lessons more comprehensible for the students so they actually do not give time for extra counselling. However, teachers of marketing, just like their subject area, are very interactive and behave like good sales people, selling their product (in this case, presenting their subject) very convincingly. They embellish their lesson plans with latest examples, slides, notes, interesting assignments and quizzes to increase the interest of students. These teachers are friendlier with students, just like good marketing people who make customers comfortable. Students also show maximum interest in the subject of marketing because they believe it is closer to their future aims. This suggests that teachers act according to the demand of their subject area. In other words, it seems as if their subject area becomes their paradigm of action in the realm of pedagogy. During CROs, it was noted that teachers of psychology used soft tones, engaged students in general topics and then related the discussion to the subject. Students seemed relaxed but attentive in such classes. On the other hand, teachers of science subjects were far more focused as they elicited previous knowledge at the very beginning of the class and moved to the topic directly. In these classes, students were also very alert. This suggests that, though teaching

may be effective, teaching strategies, teaching techniques and interaction patterns between teachers and students can be influenced by the subject area of the teachers.

Non-verbal communication from the teachers emerges as a very strong component of overall effective teaching practice. The views of students imply that even a minor gesture from the teacher can be influential for students. I observed that facial expressions and tone of voice are the most effective non-verbal messages as they can change the entire mood of the class. Furthermore, the active posture and movement of the teacher also keeps the students on their toes. If the non-verbal communication is accurate, class discipline remains no issue because students have the impression that the teacher is aware of their activities in the class. In contrast with the western context where the emphasis on independent learning starts from early years of education, students in Pakistan are more dependent on teachers, even at HE level. They, to some extent, still consider the teacher to be a provider of knowledge rather than a facilitator in the learning process. Students are not only influenced by the non-verbal communication by the teacher, they also imitate it. This study reveals that such communication directly influences the affective states of students. If the teacher has a relaxed body language and soft pitch, the students also feel relaxed. If the teacher seems active and uses elaborate gestures with eye contact, the students reciprocate the enthusiasm with their alertness. Such positive affective states result in high self-efficacy of the learners and facilitate their learning process.

It is evident from the views of the students in this study that they wish their talent and learning potential to be judged according to their calibre rather than just their grades. The students, who find themselves in a stronger bond with the teacher, feel under more pressure to succeed. Some students, however, mentioned the inclination of teachers towards certain groups of students in the class. If some students feel such partiality on the part of the teacher, then the teachers should not to let a productive teacher-student bond turn into favouritism, lest the rest of the class finds it unfair. Interestingly, students do not want teachers to judge them by their grades, although getting good grades is one of their basic motivation factors. This suggests that grades are a personal matter for students but when it comes to their standing in front of the teacher, they want their talent and ability to be judged and challenged. They do not want teachers to distinguish the students just on the basis of their grades but on their ability to learn and perform. The teachers

share similar views about grades. Though they consider GPA important, they praise students more on their keenness towards learning rather than on their grades. In the new grading system, grades have become even a poorer measure of calibre because students are not assessed according to their performance but according to the quota allotted by the university system. Hence, it is more important for the teachers to make their students realise their true abstract learning ability that is beyond the objective grading scale (Naz, 2012). At this point, it is important to mention again that students themselves know that grades are not going to take them far enough in the field as much as the practical experience. An effective teacher's job is to bring out the self-efficacy of the learners about their ability to manifest their knowledge in the job market rather than just showing off their degree certificates.

It appears that different teachers use teaching aids differently, according to the need of the students as well as their personal preference. There is no uniformity in the use of teaching aids or lesson planning. Teachers are asked to put up regular lesson plans and course outlines on a web portal but this is seldom done on a regular basis. There is no doubt about the competency of these teachers, but due to the lack of uniformity in style, good practice is not shared and each teacher seems to run his/her individual show. It is clear that all teachers have their tool kit of teaching in the form of notes, some kind of lesson plans, booklets, slides, quizzes, and books. Majority of the teachers participating in this study had no formal teacher training so all they have learned about modern teaching aids is by virtue of their own motivation. If the organisation gives them a chance to share their good practice, it will become a source of vicarious learning which can enhance the self-efficacy of individuals.

Feedback from the teachers came out as a distinct feature of effective teaching as perceived by the students. It appears that teachers are not aware of the significance of feedback as none of them mentioned written or oral feedback as a remedial step for weak students. They all consider that writing comments on answer sheets or discussing general errors in classroom is good enough feedback. On the contrary, the students' vote is for thorough feedback where not only their mistakes are highlighted, but the improvement techniques are also described. The literature presents feedback as a science and much work is done on how to give feedback to school students (see www.britishcouncil.com/learnenglish).

6.4   Link between Teachers' Self-Efficacy and Learners' Self-Efficacy

The interference by the organisation creates disturbance in the teaching and assessment process and acts as negative persuasion towards development because it discourages the teachers. Moreover, they find it disappointing if they see the students suffering. Of course, it is far more disappointing for the students if they do not get the grades they have been striving for and this disappointment leaves a very negative impact on them. A better communication between the administration and teachers can solve such disputes but it needs to be explored in detail. Nevertheless, teachers feel helpless in such a situation but they still show perseverance and enthusiasm towards giving their best teaching input (which is an attribute of teachers with high self-efficacy levels). Students are influenced by this passion and they do not blame the teachers for the system and their behaviour is evidence of the effect of teachers' self-efficacy on learners' self-efficacy. This suggests that for a desired academic setting in the given context, the organisation should play its role in showing inclination towards fair rewards (Zuljan *et al*., 2012; Subhani *et al*., 2012) for the students. It will clearly result in a better outcome from the same students and add to the fame and name of the institution.

Though, in theory, positive persuasion leads to positive performance, some discouraging factors have their permanent place in the present context (for example the influence of the organisation). Despite these discouraging factors, the source of encouragement that is permanent for both teachers and students is their presence for each other. Teachers remain approachable and understanding, and students find guides, mentors, inspirations, and sometimes friends in their teachers. Even if teachers of science are not ready to lend a listening ear to a personal issue, they are always available as guides to solve an academic matter, relating to their fields. One of the dreams of the high achievers is to excel in the eyes of their teachers. They believe this motivation keeps them going and results in maximum learning. On the other hand, teachers find their motivation from the response and achievements of their students. Greetings from the students, their emails, their requests for extra coaching, their good performance, their expression of gratitude and respect, and their appreciating formal and informal feedback; all add up to become the reason for a teacher's perseverance in adverse circumstances. This mutual bond between teachers and students is the essence of a strong teacher-student relationship which is crucial for

the positive reciprocal effect of self-efficacy. If other factors (especially the organisation) reinforce positive persuasion, this bond can lead to the desired learning outcome.

My study is original as it is the first ever research on self-efficacy of teachers and students in HE in Pakistan. Furthermore, most of the literature on self-efficacy is set in the western context and the inclusion of Pakistani context in the wider self-efficacy literature makes an important contribution to the literature on self-efficacy in HE. It is an effort to explore the self-efficacy of teachers and students simultaneously and investigate their influence on each other. This unique and original approach starts with exploring teachers' views, their self-efficacy beliefs and their practice and continues its quest for finding students' views, their self-efficacy and their learning experience, and then linking the self-efficacy of teachers to the self-efficacy of students and vice versa. Basit (2010) argues that original research "pertains to creativity, innovation and freshness of ideas and practices in research … [and] originality can be demonstrated through at least one element within the research process" (p.215).

There is little literature on students' self-efficacy, even less on their self-efficacy in HE, and none on students' self-efficacy at HE level in Pakistan, so this study is original and unique because it discusses the commencement and revival of HE in Pakistan, presents its several dimensions (e.g. public and private sector, economic struggle of the education sector, HEC) and attempts to explore the phenomenon of self-efficacy of teachers and students in a private HE setting. This small scale qualitative research has established that the private HE setting in Pakistan is not too different from anywhere else in the world. Like elsewhere, Pakistani students are keen to learn and teachers are passionate about teaching. Their self-efficacies are reciprocally influenced by each other as well as by the organisational factors. If students are provided with opportunities for independent learning by equipping them with learning skills, they can excel in any field. Moreover, the emerging model (see the beginning of this chapter) depicts that self-efficacy in the given teaching-learning environment is a cyclical process. Teachers and students both work on improving each other's self-efficacy and, in turn, their own effectiveness improves. Of course, a lot of hard work is demanded for this process as a requirement of HE teaching-learning settings, yet, with high levels of self-efficacy, this process becomes less stressful and more productive.

6.5   Recommendations

In the present HE setting, an increase in teachers' self-efficacy is crucial to make them more effective as effective teaching can result in effective learning. Furthermore, it is important to work on improving the self-efficacy of learners by creating a favourable learning environment. The study offers the following recommendations:

1. Training workshops within the organisation are crucial to improve the teaching standards. Trainings on lesson planning, giving positive feedback, using modern teaching aids and non-verbal communication can be a good start of this professional development process. These workshops will provide mastery experience to teachers that will make them more effective. The organisation should take the first step towards conducting such workshops and training for its teachers. This professional development of the faculty will improve the overall teaching-learning environment within the university. Moreover, if teachers are properly trained in the use of modern teaching aids, such as PowerPoint, internet and interactive board, the quality of teaching can improve.

2. When I suggest teacher training within the organisation, it is crucial that teachers observe each other with a positive attitude. It will be a much needed opportunity for their vicarious learning. Such observations should be a standardised activity where teachers are provided with a check list that participatory observers use. Then they should be given a post-observation talk in the form of a presentation. It will be a source of sharing good practice, networking among teachers, and a very positive academic activity which will improve their effectiveness as teachers, and help to improve their students' learning.

3. Older senior teachers should be made an active part of the institute according to their teaching potential. Giving them a high office and not making them work is actually wasting their talent as it might be rewarding financially, but not intellectually. Such teachers should be involved in teacher training projects and research activities because these will give them ample chance to practise their competence while providing other teachers with mastery and vicarious experience. These teachers might be slow in learning

how to incorporate new technology into pedagogy, but their sound theoretical knowledge base and teaching experience cannot be challenged.

4. The organisation should work towards having more full-time faculty. It means giving more incentives to the teachers, but it will be beneficial for students as well as creating a good name for the institute. If more teachers are full-time, more teachers will be available for students after class timings and their interaction is likely to create positive teacher-students relationships. Furthermore, full-time teachers can give extra time for producing an environment which is conducive to effective learning. This long term planning will surely have very positive impact on the broader HE scenario of Pakistan by producing more skilled and qualified professionals.

5. Teachers should try to cater for the needs of their students and make their teaching style interesting rather than worrying about discipline issues. According to the literature (Chang *et al*., 2011) and comments of the students, an interesting teaching style in the present HE setting is when students understand the topic completely, the teacher uses modern teaching techniques and latest material, and students are given the competence and skills to implement their learning in practical life. If a lesson is conducted like this, class discipline will not remain an issue as students will be as interested in learning as the teachers are in teaching. Moreover, this teaching style will provide maximum opportunity to learners to receive mastery experience which is crucial for their successful future.

6. Though both teachers and students express disappointment at the business mindedness of the organisation, they fail to recognise that when these students go in the actual field, they will face such organisations everywhere, offering them jobs and demanding the same ethics from them. Present research findings suggest that students should be well aware of their immediate market. Teachers should develop researchers among the students to actually explore the Pakistani market, rather than just creating individual failures and successes. Self-efficacy is the ability to perform a task in a given context and the awareness of the context is of prime importance for the successful completion of a task. Learners' self-efficacy about their ability to execute their knowledge in practical life

cannot be complete without accurate knowledge of the context where they have to perform their future tasks. If an HE business institute produces professionals who are commercially beneficial for the country, it is the real success of that institution.

7. It is observed that teachers use several books, research articles, material from the web, newspapers and magazines to deliver their lessons. Some teachers have their own set of material to be taught in the class during a semester and they keep on adding to it. It is suggested that this material is made available on a web portal or in the library to assist the present and future teachers and students. This suggestion is also applicable on the PowerPoint presentations by the teachers. This material can become a valuable reference source for each faculty if organised properly in the library and can provide vicarious learning opportunities to teachers and students.

8. A modern HE teacher is more of a facilitator who points out the shortcomings in the learners and indicates the areas of improvement. For effective learning, it is important that teachers have an awareness of giving positive and productive feedback that mostly works as social persuasion. It is a skill that can be learned and an organisation should train its faculty members in this art.

9. Similar to feedback, reflection also needs some attention and training to become a part of the teaching practice. The technique of reflection provides mastery experience to teachers because it gives them first-hand experience of thinking and amending/improving their teaching practice. From the findings, it became evident that teachers who do reflect on their teaching practice manage to improve themselves in the next semester. Reflection works as continuous developmental processes for teachers but not all of them are aware of its importance. It is suggested that teachers, especially new teachers, are trained in this area.

6.6   Suggestions for Future Research

This study is a stepping stone for future studies in the field of self-efficacy in the HE sector of Pakistan. The present study has identified many gaps in the present self-efficacy literature. Keeping in mind the dearth of qualitative research on self-efficacy in HE, especially in Pakistan, following are some suggestions and directions for future researchers:

1. This research has taken into account all four sources of self-efficacy (mastery experience, vicarious experience, social persuasion, affective states). It would be informative if self-efficacy research is conducted, focusing on just one source and exploring it further in detail, in the given context. For example, exploring only the vicarious experience of teachers and students might result in a clearer picture of its absence in the former group and its strong presence in the latter. Nevertheless, it should be considered that self-efficacy sources can interact with one another for multiple effects and there can be considerable overlap between their presence and influence.

2. This study takes into account only two stakeholders of the entire education setting, teachers and students. It would be interesting to see how the self-efficacies of other stakeholders interact and influence each other. It would be useful if future researchers work on administrative staff and students or on teachers and managerial staff.

3. An important area of investigation can be a study of self-efficacy in a public sector university in Pakistan. These universities have a different set up than the private sector (Government of Pakistan: 2010). Furthermore, private universities are more revenue oriented whereas public universities are mostly funded by the government. A comparative self-efficacy research in public and private sectors of Pakistan would be challenging yet promising.

4. The present study presents a snapshot of a group of students in a business school at a certain level. It would be illuminating to engage more students from different schools

while focusing primarily on their views and their perspectives. This study reveals a lot of potential in students' voice and students are found willing to share it.

5. This study has highlighted the impact of non-verbal communication in an academic setting. Immense literature is available on non-verbal communication, yet none elaborates it as a factor of the teaching-learning process. My research is a small step in this direction. Future research in this area is likely to produce thought provoking and functional insights.

6. This research is area-specific. A different scenario may be evident in other cities of Pakistan, such as Islamabad, Karachi, Peshawar and any other city with HE institutes. If this qualitative case study method is replicated, it would be possible to find out if the change of environment, geographical area, culture, and political situation results in any change in the self-efficacy of teachers and students.

7. Teachers' practice is clearly influenced by their subject area, and students can identify these influences. It would be interesting to broaden the scope of this research and include teachers from other departments. A comparison of their self-efficacy beliefs and their subject area can promise a very interesting study.

8. Pakistani context is different from any western context, so is its academic setting. We are facing a very different economic situation and facing many internal and external challenges. In these circumstances, a business school needs indigenous research on how any business or enterprise can survive in Pakistan and what kind of business is the most suitable in the given situation. Academic organisations should work together with the industry to promote research on the Pakistani market and its potential. This will enable the local professionals to excel and become experts in their own context rather than waiting for a foreign expert to come and explore the market for us. For instance, my research had to look for relevant literature in foreign journals and books but for any future research on self-efficacy in Pakistani context, this research can provide a good theoretical base. My organisation assisted me in conducting this research in a purely

academic setting. Similarly, business and commercial research should also be funded to improve the standard of local market.

9. My study has touched upon the topic of student counselling while discussing verbal persuasion from teachers to improve learning. In the present HE setting, the concept of professional student counselling is still absent, though a wide body of literature is present on it in the West. Some case studies on the impact of professional student counselling in the Pakistani HE setting can prove really beneficial in catering to the needs of stressed students.

10. The influence of family as a push factor for effective learning can be found in the literature but little research is found on the influence of family on the teaching practice of teachers. The teachers in my study have talked about the positive impact of their family members on their teaching practice as they either observed vicarious models or received social persuasion from their fathers or husbands. The influence of teachers' families on their teaching practice can be an interesting area to explore.

6.7   Limitations

It has already been established that generalisation is not the aim of qualitative research. Hence, in any attempt to interpret this study, its limitations should be borne in mind. First, this study is restricted by the scarcity of literature on self-efficacy in a Pakistani academic context. Similarly, it was difficult to find latest research papers on the Pakistani HE sector, especially the private HE sector. Second, most of the available self-efficacy research is quantitative and several scales are available to quantitatively measure self-efficacy of the participating sample. While I planned to conduct this research, I found only one example of a qualitative case study on self-efficacy by Hoy and Milner (2003) and that was focused on only one teacher and her self-efficacy beliefs. Students were not a part of that research. Third, as there is a lack of self-efficacy literature in HE in Pakistan, I developed my conceptual framework in the light of self-efficacy literature in the western context, mostly American and British. Lastly, most of the self-efficacy research on students is performance

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based. It means that the self-efficacy of students is measured with some scale and their final performance in an exam or test in corresponded with their already measured self-efficacy. Through this method, the impact of self-efficacy on students' performance in evaluated. Such research is product based where the product is students' performance. My research, on the other hand, is processed based. I have explored the effect of self-efficacy beliefs of teachers and students in the ongoing teaching/learning process and have tried to find out whether self-efficacy beliefs make this process effective. Therefore, the final assessment records or the GPAs of students were not consulted during the data collection.

6.8   Self-Reflection

I endeavoured to be reflexive throughout my study as qualitative research "entails reflection, introspection and critical self-analysis during the research" (Basit, 2010:220). Reflecting upon my experience, I consider myself very lucky to have obtained consent from the departments of the business school that I approached. I have been working in the same institution as a teacher, before taking study leave, so it was interesting to observe the familiar teaching-learning process from the perspective of a researcher. I would call it a much needed training experience for me to observe all the experienced teachers in classrooms, delivering lessons on diversified subjects. I call it much needed training because, though there is literature available on HE teaching and how to improve learning outcomes, there is little indigenous knowledge available, and none on the specific area of self-efficacy in Pakistani HE teachers. So I combined my theoretical knowledge on teachers' self-efficacy with my research experience, found gaps and tried to find out ways to improve our own HE context.

Furthermore, I learned many verbal and non-verbal cues to discipline the class and techniques to encourage students and make them work. The participating teachers shared their teaching tips and skills with me that they had learned over years of experience, their strong points, areas that required improvement in the system, their inspirations, their future plans and their favourite subjects. I was very conscious not to be biased in my research.

However, my teaching practice is very much influenced by the views, practice and experience of these teachers. My teaching has improved because it is now a combination of good practice shared by these teachers.

While I was tempted, during my research, to think about my own practice as a teacher, I reflected that I had very high self-efficacy beliefs about my knowledge and my 12 years of teaching and training experience. Interestingly, just like participating teachers in the study, I had never interacted with any teacher of my field in the given organisation for the mere purpose of learning. It was after observing the teachers in the class with the intention of collecting data on teaching that I realised the gaps in my practice. As a teacher trainer, I am more used to observe trainees and pin-point the areas of improvement. This research made me improve my own practice. I am convinced that observing teachers for the purpose of research has proved to be a very positive and strong vicarious experience and it has increased my self-efficacy as a teacher. Now, I strongly believe that sharing good practice among teachers is crucial for their professional growth.

My research was also a source of having an insight into the minds of students. I found that students wanted to talk and to be listened to. Once they found a channel, they spoke candidly. They expressed their expectations from their teachers and spoke about issues that were bothering them. They talked about their favourite teachers and what makes them favourite. They showed their willingness to learn and their future aspirations. I could not help but observe the students not only as a researcher but also as a teacher. During the data collection and analysis, I made many plans to improve my teaching practice to meet the expectations of my own students.

I had a very positive experience of conducting my research in my own working environment. This experience has made me a better professional and I am quite hopeful that my work will prove helpful for the teachers of this institution. I am well aware of the limitations of my study as it was done in one school and I collected data from only three departments. I am sure that if the organisation supports further research opportunities among the faculty

members, new doors to a very positive research environment will open in the institution and the teachers will get a chance of personal and professional growth.

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APPENDIX 1:   **Ethical Procedures 2007-08**

This document provides guidance to the securing of ethical approval in relation to research projects that use human subjects.   It relates to all research work carried out under the auspices of the School of Education (SEd), whether this is to be undertaken by undergraduate or postgraduate students or by members of staff.

Within SEd a sub-committee of the School's Research Committee considers ethical issues and reports to the Research Committee. The sub-committee has membership from several strands of SEd work.   Attendance at an ethics sub-committee meeting wherein ethical approval for a proposal is to be considered, will include the chair and at least one other member.

All researchers are advised to consider the ethical guidelines set out by the British Educational Research Association, which can be located through their website on www.bera.ac.uk/guidelines.html.

Working with human subjects will fall into one of two categories:

Definition: Category A Proposals
In a category A proposal there will be no severe or significant interference with the subjects' physical or psychological wellbeing. The subjects are not considered vulnerable to the procedures or topic of the project proposed. Proposals may involve access to confidential records provided that the investigator's access to these is part of her/his normal professional duties.

Definition: Category B Proposals
In category B proposals there is likely to be significant physical intervention between the researcher and the subjects.   This includes the administering of questionnaires or interviews on sensitive issues that could cause psychological harm or suffering to the subjects. In such cases, the subjects' vulnerability is determined in relation to the methods and content of the research project rather than by an assumption of being 'at risk'.

Subjects (and/or their parents/carers in the case of young people under 18 years of age) must be informed of the nature of the research project and a means of consent must be obtained.

With the approval request form (Appendix 1) copies of additional information are also required, namely:
- outline summary: rationale and expected benefits from the study;
- explanation of the methodology to be used;
- a copy of the consent form to be used with subjects;
- details of how information will be kept;
- details of how results will be fed back to participants;
- letter of consent from any collaborating institutions;
- letter of consent from the head of institution wherein any research activity will take place.

Undergraduates will not be permitted to undertake category B projects.

Procedures

i) Research undertaken by students

For students attending a research methods module, the person to whom ethical approval should be addressed in the first instance, is the module leader. Students actually undertaking research will have a project or dissertation supervisor.   For the purposes and convenience of this document, these are all referred to collectively as "supervisor". The student is referred to as the "researcher" to cover all categories and stages of research ability.

The following flow of activity applies:

1. The researcher applies to carry out research involving human subjects at undergraduate or postgraduate level, using the "Ethical Approval Request" form (see Appendix 1).

2. The supervisor recommends the appropriate category (A or B, see below) for consideration of the ethical issues (or if unsure, seeks advice from a member of the ethics sub-committee).

3. The researcher follows guidance given for category A or B (see below) of ethical approval.

4. The supervisor will give ethical approval for category A proposals. Category B proposals must be considered by the ethics sub-committee and should be forwarded to the sub-committee by the supervisor on behalf of the researcher.

5. If required, the researcher applies for an Enhanced Disclosure Certificate from the Criminal Records Bureau via SEd, at a cost of £29. Where a researcher already has an Enhanced Disclosure Certificate, the researcher must be prepared to permit the supervisor (for category A projects) or the chair of the ethics sub-committee (for category B projects) to see the original certificate (i.e. not a photocopy).   If the certificate was gained at a place of previous employment or study, the researcher will be required to apply for a new certificate, unless the date of issue of the original was within four months of the application for ethical approval.

6. After approval has been given at the appropriate level, the researcher may begin working.   Fieldwork must not be commenced prior to approval being given.

ii) Research undertaken by members of staff
The following flow of activity applies:

1. For a category A proposal (see below), the member of staff applies to the chair of the ethics sub-committee for approval to carry out research involving human subjects by using the "Ethical Approval Request" form (see Appendix 1). Where there is uncertainty about the category to be granted, the ethics sub-committee will assist.

2. For category B proposals members of staff must gain approval from the ethics sub-committee and the request should be forwarded by the member of staff to the chair of the ethics sub-committee.

3. Where appropriate, a member of staff must have an Enhanced Disclosure Certificate from the Criminal Records Bureau if human subjects are to be part of the research proposal. The member of staff must be prepared to permit the chair of the ethics sub-committee to see the original certificate (i.e. not a photocopy).

4. After ethical approval has been given, the researcher may begin working. Fieldwork must not be commenced prior to approval being given.

Human subjects

Care and consideration for those involved must always be at the forefront of any research activity.   This is of particular importance when dealing with young people below the age of 18 years and vulnerable adults.

Definition: Vulnerable Adults

All of us are vulnerable at different times in our life. Bereavement, illness, social or work pressures may render us vulnerable. It is important whilst conducting research to proceed with respectful awareness and care in dealings with participants. To run a robust, ethically principled research project the researcher will need to remain vigilant and will need to monitor participants' welfare, seeking relevant guidance and assistance when in need of support.

The regulations contained within the Police Act (UK 1997) give a three-part definition of a vulnerable adult (see A – C below).   For the purposes of conducting research under the auspices of the School of Education, a fourth category has been added (D below).   A vulnerable adult will be over the age of eighteen years and will fall into one or more categories.

A – Services:
a) accommodation and nursing or personal care in a care home;
b) personal care or support to live independently in their own home;
c) any services provided by an independent hospital, clinic, medical agency or NHS body;
d) social care services;
e) any services provided in an establishment catering for a person with learning difficulties.

B – Conditions:
a) a learning or physical disability;
b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs, c) a reduction in physical or mental capacity.

C – Disabilities:
a) a dependency on others to assist with or perform basic physical functions;
b) severe impairment in the ability to communicate with others;
c) impairment in a person's ability to protect themselves from assault, abuse or neglect.

D – Experiences:
a) bereavement, illness, social or work-related stress;
b) post-traumatic stress relating to war or other catastrophic events;
c) physical or psychological abuse, bullying, victimisation or sustained harassment;
d) experiences based on caste, religion, ethnicity, gender or other socially, culturally or politically structural situations, which may place some groups in chronically disadvantaged or vulnerable contexts.

This list may guide thinking about vulnerability but makes no claim to being exhaustive; neither does it assume that everyone who has these experiences is vulnerable at all times. It suggests that vigilant researchers should try to understand and empathise with people's circumstances and conduct their research activities with appropriate regard and respect for participants' actual or potential vulnerability.
In addition it should be recognised that:
(a) research activities may awaken latent vulnerability in others;
(b) a researcher's own vulnerability may, as a consequence, increase; and
(c) strategies for managing research activities need to be designed and supported, in some cases with the guidance and assistance of colleagues or others with relevant experience and local knowledge.

Proposals requiring ethical approval from more than one institution

There are some occasions when a researcher will be required to gain ethical approval from different institutions, e.g. an educare project that may come under both S.Ed and SoH. Whilst this may appear to be over-cautious, the differing focus of each institution may mean that an important issue for one may not be covered by the other. When duplicate approval is required the ethical procedures for each body should be consulted and followed. If SEd is the principal School for a research proposal, then one of the conditions may be that ethical approval for the other has also to be obtained. If SEd is not the lead School, then a lighter touch may be taken provided that evidence of ethical approval from the other body is presented to the SEd ethics sub-committee.

Evidence of ethical approval

The signed form remains with the supervisor though students may keep a photocopy. If for any reason after ethical approval has been granted the research proposal changes significantly the student must immediately inform and seek advice from their supervisor.

School of Education

Request for Ethical Approval

Section 1 – to be completed by the researcher

Full name	Saheefa Jaleel
Module number and title (student researchers only)	MPhil
Research Proposal title	The Role of Efficacy in Effective Teaching and Learning in Higher Education
Brief outline of proposal	Bandura, in 1977, presented the concept of "self-efficacy beliefs" i.e. how people behave can often be better predicted by the beliefs they hold about their own capabilities than by what they are actually capable of accomplishing. These beliefs determine what individuals do with the knowledge and skills they have. In educational contexts, researchers like Goddard, Hoy & Hoy (2004) and Pajares (2002) have indulged in detailed and in-depth research of self-efficacy and collective-efficacy beliefs in teaching and learning. Woolfolk and Moran (2001) argue that teacher efficacy closely relates to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behaviour, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs.

Senge (1990) points out that business and other human endeavours are systems because they are bound by invisible patterns of interrelated actions which mostly take years to fully exert their effects on each other. This is certainly true in education where hundreds, if not thousands, of variables influence the teaching-learning processes and, ultimately, the achievement of students (Goldberg, 2002). This understanding is crucial in educational research because teacher efficacy is one of these variables that influence student learning and achievement at every level, but especially at higher education level, preparing the individual to take charge in life.

Anyamele (2002) believes that the role of higher education in research, evaluation, teaching, information transfer and technological development is critical to social progress and economic growth. After this proclamation, the greater attention of researchers towards higher education is justified as it is perceived as one of the most important academic levels of a student's life. Developing countries should try their best to invest in higher education to as it benefits individuals, and is crucial for societies to survive and |

progress in the knowledge age of 21st century.

Being a developing country, Pakistan is striving hard to achieve higher standards of education. Special emphasis is given to the higher education (HE) sector. Both teachers and students are motivated to acquire international standards of academic excellence in higher education. The Government has set up the higher education commission (HEC) that monitors the progress of all higher education institutions in the country. In spite of all these efforts, our educational growth is rather slow. We need to speed up to catch up with rapidly growing countries like Malaysia, India, Brazil and Sri Lanka. For this purpose, just financially investing in higher education will not be enough. Rather, we have to make the process of higher education more productive by encouraging research and implementing modern innovative methods of teaching and learning.

After interviewing HE teachers, Carnell (2007), in his study, finds it striking that teachers, while talking about effective teaching, chose to focus on students' learning. Each participant linked effective teaching and student learning. In teachers' conceptions, learners were central to teaching. Teaching cannot be effective unless it results in producing the required learning outcomes. After examining a wide range of studies, Åkerlind (2007) concludes that a teacher-centred focus is considered as a less refined form of teaching than a student-centred focus, and is regarded as less likely to produce high-quality learning outcomes amongst students.

Teaching is the least preferred profession in Pakistan. We are extremely short of effective teachers at all levels but especially at higher education level. To fill the gap, either retired faculty is allowed to work further or some people from industry are hired to serve as part-time faculty in higher education institutions, both in public and private sectors in Pakistan. Teacher training schools are rare. In addition, scarcity of human resources, research opportunities, technology and infrastructure poses the greatest challenge for further professional development of the academia. Financial constraints faced by the management further delimit the capacity to hire competitive faculty members at all higher education institutions, whether public or private. Thus, most of the universities have either retired teachers who are not well versed with modern technology and innovation, or neophytes who are not seasoned in the art of teaching.

The need of the hour is highly effective teachers who

	are capable and efficacious, and are confident of their capabilities. The HE system in Pakistan can only improve if the teaching standards improve. The teachers should be competent enough to cope with the challenges of the teaching-learning environment of the 21st century. Highly efficacious teachers produce highly efficacious students who have experienced effective learning. This study aims at exploring whether teacher efficacy beliefs affect teaching and learning. There is little research on teacher efficacy in higher education. The purpose of this research is to explore the relationship between teacher efficacy beliefs and the teaching-learning experience in the Pakistani HE context.
Level of research, e.g. staff, undergraduate, postgraduate, master's (award related), MPhil, PhD	MPhil leading to PhD
Please outline the methodology that would be implemented in the course of this research.	Following the path led by interpretivists, I am inclined towards qualitative methodology for my research. Qualitative research is a methodology in which the investigator takes an active role in interacting with the participants he or she wishes to study (Muchinsky, 2003). What is important with qualitative research is that it requires the researcher to become more personally immersed in the entire research process (Spector, 2005

According to Meetoo & Temple (2003) validity and reliability are not the domain of quantitative researchers alone. To ensure validity, I will apply triangulation (sample and methodological) by using several techniques within the limits of qualitative approach and by choosing participants from both groups of teachers and students.

Though no research has been undertaken on the subject in the Pakistani context, for the past decade, educational researchers like Pajares (2002, 2004), Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) and Goddard, Hoy, & Woolfolk Hoy (2000) have tried to explore the influence of self-efficacy beliefs in academic settings and its impact on teaching and learning. Many scales have been developed to measure self-efficacy of the respondents. As I am conducting a qualitative study, the inventories used in the above mentioned studies provide good background knowledge about the constructs for my data collection. Furthermore, a fairly recent research by Woolfolk, Hoy and Kurz (2007) provides deeper insight into the dimensions of teachers' efficacy beliefs.

As Rogelberg & Brooks-Laber (2002) have pointed |

out, a researcher is an explorer who tries to develop an understanding of the phenomenon he or she has chosen to investigate. To achieve this, it is advisable to use information from different sources. Following this advice, my research will use in-depth interviews, focus group discussions and observations for data collection. My sample will consist of the teachers and undergraduate students of a business school at a private university in Lahore.

Pilot study

At this stage, instead of interviewing teachers of all subjects about their efficacy beliefs, I will focus on only one subject, English. The courses offered by the faculty of English are freshman English, business communication, and English literature. Through these in-depth interviews (1hr each) with the 3 permanent faculty members (1 male, 2 female) from the department of English, I will try to examine their views about the highs and lows of teaching in HE, their desired learning outcomes, views about student feedback, teaching methods, and if they practise innovation and strategies to improve learning outcomes.

I am planning to employ focus group interviews to identify and understand the views of undergraduate students. The site for the pilot study is a co-educational business school, managed by my employer organization. Initially, I will select only 8 male and 8 female students. In our first meeting, I will focus on building a rapport with them by discussing the nature, purpose and objectives of the research project and the need for their voices to be heard in the research. I will also answer all their relevant questions by giving them the freedom to become voluntary participants. I will choose the potential respondents from the same class which I have taught in the previous semester. The trust I have already developed with them will, hopefully, help to encourage confidence, sensitivity, honesty and integrity in the data gathering process.

I am planning to have two focus group sessions, each of approximately one hour, one for male and the other for female respondents. Both groups will be able to voice their opinion more openly and frankly, with less hesitation in the absence of the opposite gender. In small groups, I will be able to encourage each participant to voice his/her own perception instead of following the general consensus. As the scope of my pilot study is limited, the questions will be posed in order to examine their views about language learning, the influence of a teacher in language learning, what

	were their expectations of the language course, their experience so far about language courses offered to them (contents, class atmosphere, assessment process, improvement ideas, teacher behaviour), the improvement in their usage of language , if any, and their idea of an ideal teacher of English language, especially business communication.
	Sessions will be recorded on audiotape and data will be categorised and coded in order to examine emerging themes.
	After conducting interviews with the teachers and focus group discussions with the students, I will request all three teachers to allow me to sit in his/her classroom during the lesson for classroom observation. The purpose is to verify the gathered information from another perspective. The themes emerging from the interviews will help me in concluding my pilot study as well as in the planning of a wider scale study in all subject domains.
	PhD Research Extension
	The business school, my target research site, has ten faculties along with the faculty of English, and has a total of 24 permanent faculty members. For a more extensive research, I will increase the study sample and will include teachers and undergraduate students of all subjects.
Please indicate the ethical issues that have been considered and how these will be addressed.	As an insider, I have to be more cautious about the ethical issues relating to my research as they might directly affect my sponsor organization or me. I will formally request permission to carry out research in my college from the relevant authorities. They will be informed of the sample I will engage and how the research will proceed. I will seek formal informed consent of the teachers and students to take part in my research. Informed consent has been defined by Diener and Crandall (1978) as the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions. My respondents will be informed of the purpose, contents and the procedure of the research and its benefits along with assurance of confidentiality and anonymity and their right to non-participation or withdrawal at any point in the research process.
	Research ethics mean being clear about the nature of the agreement between the researcher and the research subjects or contacts. Following Blaxter's (2007) advice, there will be signed contracts for participants, containing the intentions and conditions under which the study will be carried out. Both the

	researcher and the respondents have their copies for future record. The participants will have total freedom to ask questions about any aspect of the research and I will be obliged to answer them with openness, sensitivity, honesty and accuracy. They will be clear about the purpose and usage of the information they provide. Ethical issues do not solely relate to the rights of the respondents. They also relate to the methodological principles underpinning the research design. Utmost care will be taken to protect the gathered data from any bias and it will be analysed with complete honesty and accuracy. Special care will be taken to avoid any misrepresentation of information. The pilot study will help to identify any conflicts that the research poses with respect to individual personalities, management or research methods. The emerging issues will be confronted promptly and rearrangements will be made to avoid any problem in further advance stages of the research.
Please indicate any issues that may arise relating to diversity and equality whilst undertaking this research and how you will manage these.	My research involves teachers and students from a business school. The Bachelor in business administration (BBA) consists of a variety of courses ranging from technical subjects e.g. economics, statistics, mathematics, accounting etc. to humanities e.g. English, introduction to psychology, interpersonal relationship, organizational behaviour, Islamic studies etc. Initially, I will focus on only English teachers but later, at PhD level, equal number of teachers will be selected from all departments for individual interviews in order to make my work more valid and reliable. Although the subject of the teacher is not included in my explored areas but this diversity might present some interesting findings. In the same manner, I will interview equal number of male and female students. Groups of 8 students will be arranged for focus-group interviews.

Please answer the following questions by deleting the inappropriate response:

1.   Will your research project involve young people under the age of 18?

NO

If yes, do you have an Enhanced Disclosure Certificate from the Criminal Records Bureau?

NO

2.   Will your research project involve vulnerable adults?

NO

3.   For which category of proposal are you applying for ethical approval?

Category   A

Confirmation of ethical approval

<u>Section 2</u> – to be completed as indicated, by module leader, supervisor and/or chair of ethics sub-committee

For Category A proposals:

I confirm that the proposal for research being made by the above student/member of staff is a category A proposal and that s/he may now continue with the proposed research activity:

For a student's proposal – Name of module leader or supervisor giving approval	Dr Tehmina N Basit
For a member of staff's proposal – name of chair of ethics sub-committee giving approval	
Signed	
Date	14 December 2008

Category B proposals:

I confirm that the proposal for research being made by above student/member of staff is a category B proposal and that all requirements for category B proposals have been met.

On behalf of students (only):

Name of module leader or supervisor	
Signed	
Date	

On behalf of members of staff <u>and</u> students

I confirm that the proposal for research being made by above student/member of staff is a category B proposal and that s/he may now continue with the proposed research activity:

Signed	
Name of chair of ethics sub-committee	
Any conditions attached to this ethical approved (attached on a separate sheet)	Yes No
Date	

Checklist of submissions required for category B proposals:

Outline summary: rationale and expected benefits from the study, with a statement of what the researcher is proposing to do and how	
Explanation of the methodology to be used	
An information sheet and copy of a consent form to be used with subjects	
Details of how information will be kept	
Details of how results will be fed back to participants	
Letter of consent from any collaborating institutions	
Letter of consent from head of institution wherein any research activity will take place	

APPENDIX 2: Consent letter

19 March, 2010

Prof. _____

Faculty of _____

University of the Central Punjab

Lahore.

Dear Sir,

I am deeply grateful for your time and cooperation. The progress of my research isn't possible without your help. I humbly request your consideration for the next two levels of my data collection.

The second level is taking group interviews from your students. Please nominate a group of 8 students, whom you are teaching now, in this university. A heterogeneous group would be ideal. I have attached the list of interview questions with this letter for your convenience.

The third level is classroom observation. I need to attend one of your classes to collect field notes on my research themes. I'll mainly observe the strategies you use, during teaching, to get your message across. Please allow me to sit in one of your classes as a silent observer.

You will have access to all the data that I collect and to keep it confidential is my first priority.

I am looking forward to your help for the timely completion of my work.

Kind regards,

Saheefa Jaleel Naqvi

Lecturer Department of English

University of the Central Punjab

Lahore.

0301-4009700

Appendix 3: Teacher Interview schedule

1. What makes a teacher efficacious?
2. What is effective learning?
3. Why did you decide to become a teacher?
4. How do you explain effective teaching?
5. What has been the lowest time in your teaching career and how did you cope with it?
6. What has been the best time of your teaching career?
7. What is the role of administration in supporting the work of a teacher?
8. How many courses do you teach? What's your favourite course? Why?
9. Have you ever had a teacher training course? What effect did it have on your teaching?
10. Do other teachers come to you to talk about ongoing courses? If yes, how do you deal with them?
11. Do you review student feedback to reflect on your teaching?
12. What is an ideal class for you?
13. What skills of students do you think need more attention and why?
14. Do you feel professional confidence and certainty that you are making a difference in the lives of your students?
15. What makes a student perform well in your class?
16. Every student in the classroom is reachable. How far do you agree?
17. How much is a student's learning to do with his/her family background?
18. Sometimes, students show lack of interest in studies due to some domestic problems. Their problems seem so personal that they don't discuss them. How do you deal with such cases?
19. How do teachers and students in higher education differ from teachers and students at lower levels?
20. How many times have you been promoted since the time you joined this institution? Has it been different from your vision if yourself?
21. What type of student behaviours do you completely disapprove of?
22. If a student faces problem in understanding your lesson, how do you prefer him/her informing you about it?
23. How do you handle a student who has a history of misbehavior?
24. How far does confidence work for student achievement?
25. What do you change if your students are not working well?
26. Do you feel any difference between several classes that you teach in one semester?
27. What instruction material do you use in your teaching?
28. How do you arrange/select your instruction material for preparation of your lessons?
29. How do you define a learning environment?
30. What is a learner's efficacy?

Appendix 4: Student focus group discussion schedule

1. How confident are you about your understanding of this course?
2. What is your desired learning outcome from this course?
3. What factors of teaching make you work harder for this course?
4. Do you feel anxious about your grades? Do you always get your expected grades?
5. Within class, do you work in groups or individually?
6. How much does your own inspiration motivate you towards learning?
7. How does your teacher react if you score badly in your test or assignment?
8. Does your family support your studies? Is meeting the expectations of your family one of your academic objectives?
9. How many times did you go to the teacher to discuss a problem regarding the course?
10. Did you ever give your feedback to the teacher regarding the course? Why and how/
11. How important is a teachers' feedback for students and how do you like to get it?
12. Do you find this course difficult? Why?
13. Does the teacher encourage you? How?
14. Are you aware of how this course will proceed?
15. While taking this class, what teaching aids make the lesson worth attending? Why?

Appendix 5: Classroom observation

- Confidence of the teacher on the subject
- Student concentration on the lesson
- Teacher/Student relation
- Does the teacher allow mastery?
- Does the teacher allow vicarious experience?
- Affective states of the students
- Students' willingness for class participation
- Teacher persuasion
- Teacher enthusiasm
- Teacher's control on the class
- Teacher's use of material
- Does the class know the objective of that specific lesson?

APPENDIX 6: Permission letter from Hoy

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Anita Woolfolk Hoy, Ph.D.   **Professor**
                                                                Psychological Studies in Ed

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy of both the long and short forms of the instrument as well as scoring instructions can be found at:

http://www.coe.ohio-state.edu/ahoy/researchinstruments.htm

Best wishes in your work,

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Anita Woolfolk Hoy, Ph.D.
Professor

Teacher Efficacy Scale (Short Form)*

A number of statements about organizations, people, and teaching are presented below. The purpose is to gather information regarding the actual attitudes of educators concerning these statements. There are no correct or incorrect answers. We are interested only in your frank opinions. Your responses will remain confidential.

INSTRUCTIONS: Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

KEY: 1=Strongly Agree   2=Moderately Agree   3=Agree slightly more than disagree
4=Disagree slightly more than agree   5=Moderately Disagree   6=Strongly Disagree

1. The amount a student can learn is primarily related to family background.	1 2 3 4 5 6
2. If students aren't disciplined at home, they aren't likely to accept any discipline.	1 2 3 4 5 6
3. When I really try, I can get through to most difficult students.	1 2 3 4 5 6
4. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1 2 3 4 5 6
5. If parents would do more for their children, I could do more.	1 2 3 4 5 6
6. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1 2 3 4 5 6
7. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1 2 3 4 5 6
8. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	1 2 3 4 5 6
9. If I really try hard, I can get through to even the most difficult or unmotivated students.	1 2 3 4 5 6
1O. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	1 2 3 4 5 6

*In Hoy, W.K. & Woolfolk, A.E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal 93*, 356-372.

Teachers' Sense of Efficacy Scale[1] (long form)

Teacher Beliefs	How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing	Very Little		Some Influence		Quite A Bit		A Great Deal	
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students form ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Teachers' Sense of Efficacy Scale[1] (short form)

Teacher Beliefs		How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		Nothing	Very Little		Some Influence		Quite A Bit		A Great Deal	
1. How much can you do to control disruptive behavior in the classroom?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to motivate students who show low interest in school work?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to get students to believe they can do well in school work?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to help your students value learning?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you craft good questions for your students?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get children to follow classroom rules?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How much can you do to calm a student who is disruptive or noisy?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish a classroom management system with each group of students?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you use a variety of assessment strategies?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. To what extent can you provide an alternative explanation or example when students are confused?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. How much can you assist families in helping their children do well in school?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How well can you implement alternative strategies in your classroom?		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Developers: Megan Tschannen-Moran, College of William and Mary
                  Anita Woolfolk Hoy, the Ohio State University.

Construct Validity

For information the construct validity of the Teachers' Sense of Teacher efficacy Scale, see:

> Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education, 17,* 783-805.

Factor Analysis

It is important to conduct a factor analysis to determine how your participants respond to the questions. We have consistently found three moderately correlated factors: *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management*, but at times the make up of the scales varies slightly. With preservice teachers we recommend that the full 24-item scale (or 12-item short form) be used, because the factor structure often is less distinct for these respondents.

Subscale Scores

To determine the *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management* subscale scores, we compute unweighted means of the items that load on each factor. Generally these groupings are:

> *Long Form*
> ***Efficacy in Student Engagement***:   Items   1, 2, 4, 6, 9, 12, 14, 22
> ***Efficacy in Instructional Strategies***:   Items   7, 10, 11, 17, 18, 20, 23, 24
> ***Efficacy in Classroom Management***:   Items   3, 5, 8, 13, 15, 16, 19, 21
>
> *Short Form*
> ***Efficacy in Student Engagement***:   Items   2, 3, 4, 11
> ***Efficacy in Instructional Strategies***:   Items   5, 9, 10, 12
> ***Efficacy in Classroom Management***:   Items   1, 6, 7, 8

Reliabilities

In Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education, 17,* 783-805, the following were found**:**

	Long Form			Short Form		
	Mean	SD	alpha	Mean	SD	alpha
OSTES	7.1	.94	.94	7.1	.98	.90
Engagement	7.3	1.1	.87	7.2	1.2	.81
Instruction	7.3	1.1	.91	7.3	1.2	.86
Management	6.7	1.1	.90	6.7	1.2	.86

[1] Because this instrument was developed at the Ohio State University, it is sometimes referred to as the *Ohio State Teacher Efficacy Scale*. We prefer the name, *Teachers' Sense of Efficacy Scale*.

Appendix 9

Since how long have u been teaching?

For about 3.5 years.

And what do you teach?

I teach Statistics and research methodology.

What do you like more?

Both but I like RM because students are more comfortable. They are more responsive. They find mathematical subjects a bit difficult. These numerical and figures appear very technical to them. And if the answer is not correct then it's even worse. In research, they can relate to things. So I enjoy their response. I myself like the subject and both are interrelated, not much of a difference really.

How do you define teaching?

It's all about communicating something that you know. Students don't know certain thing and you have to make them get that concept, that's all.

So why are you a teacher?

I guess it was in my mind somehow. My teacher gave me an easy in 3rd grade. I might be inspired by my teachers. Or maybe it was there in me so I wrote 5-6 lines on it. That was my first realization of my interest in teaching profession. I found myself interested in it as I used to call my cousins and make them prepare their tests and assignments. I used to enjoy that although it was difficult for a 6th grader to teach cousins of 2nd or 5rd grade. I used to enjoy checking the copies and tests. So then I thought it was my profession and I should go for that. It was somewhere in me you can say.

Did you try any other profession.

Never ever (laughs). I applied in this organization and I was offered a job so I joined.

What makes you confident about your teaching?

Preparation, lesson plan. I know a topic completely and I know the concepts like central tendency and mean, median, mode. But the major thing is how you communicate that thing to facilitate the relevant public. How easy you make it for the student. We have relatively weak students here. We do have brilliant ones but mostly rather weak one. So I have to tackle all of them. So it matters that you make it easy to such a level that this mathematical subject appear easy to them. Some have bio background so they have absolutely no clue of it. So first lesson plan and then how better u communicate, how easy you make it, how far u make the student relate to it makes me confident…if I prepare my lesson.

So how do you prepare for your lesson on a topic for example?

I write down its points and examples, note down the sequence in which it is to be communicated. What are the pointers, how much time is requires for each task, which questions to be done in class and which to give for the homework. I also solve the numerical that are to be done in the class because sometimes you feel confident that you can do it but students sometimes present such an issue that you feel you should have solved it beforehand. So I have learned to solve these numerical beforehand. And I also solve those numerical that I give them in homework to manage their problems.

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You said you are inspired by a teacher.

Might be; I am not sure about why teaching. The desire of becoming a teacher was somewhere in me.

Do you think you inspire your students?

Yes, sometimes.

How do you know that?

Through their body language, the way they are looking at you or copying you, the way they are responding. If you said something one day and they are following it the next day, or you said something in the lesson and they are copying it in the exams. So then you realize that they are concentrating and listening to everything you say in the class.

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I find it very odd to ask them what type of teacher I am. But when I initially joined, it was important for me to know the comfort level of the students. For example are they comfortable with doing the numerical from the book, power point slides or doing the numerical on board etc. I asked them all this in the beginning. Now all these things are finalized and I have asked so many students that I know their comfort zone, and I have adopted the most comfortable one. That is using the board to solve the numerical on the board, each and every step. Although it's hectic for me but still they want me to do that so I do it.

So what teaching aids do you use?

I have developed handouts. Then I have board markers, board and book. I use multimedia in SPSS lab sessions as it's obvious. I also use multimedia in RM as it's a theoretical subject, but not in statistics.

How many students do you have in one class?

Min 40, Max 50. It's between 44-45. I have one class of 50, and other of 44, 45, 47 .

So in such big classes, how do you guess who is bright and who is weak?

By looking at their faces, their facial expressions tell everything. When a student understands, his face becomes expressive, he become comfortable that he's getting it. You can easily pick out who don't understand. We have the name list with CGPA so you can also guess the caliber of the student from there as well. But in statistics, if someone has a CGPA of 3.9, he might not feel that comfortable in it. You might have the basic concept but lack the skill in figures and numbers. But if you are good in learning, you can do well in it.

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As students come from different family backgrounds, how far does it affect their learning?

I have been a student and now a teacher; I find it depends upon one's personal aptitude. If I have a low background but right aptitude, I'll reach that goal. But we cant deny the influence of family background as students from strong backgrounds are more confident, have more exposure, so have a better start in the institution. So it's all about aptitude.

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Including visiting we are 5.

Do you have regular meetings?

Yes, we have quite hard and fast meetings. Sometimes visiting faculty members come to us for meeting. We have a meeting near the final exams to compile a combined paper for all sections.

So how does this practice help your teaching somehow?

No. We just make a combined paper so it finishes the choice of the students to go to any particular teacher for better grades.

Will such meetings help if you have a teaching problem, some difficult topic or some classroom issue?

Well, what I am teaching here is very introductory and initial. So as far as his particular course is concerned, I never had any problem. I never needed to go to the dean or any other statistician to understand any concept. If I am teaching at a masters level, then maybe I have to go to dean regularly to ask how to design or deliver the course but so far, I am never faced with any such issue. Unfortunately, there is no forum where we can share our experience. In school and colleges, there are staffrooms so teachers have regular interaction. Here, we have independent offices so teachers don't meet. We have no barrier if we want to meet unofficially but there is no platform as such. We should meet regularly with colleagues.

You are a very young teacher but so far, what were your best and the lowest time during your career?

The best time is now when I am teaching. I feel myself really experienced. When I came initially, I just had the passion that I have to teach students but I had no skills or training. So I learned how to tackle students, how to design course, how to make students comfortable so now I am enjoying. But when I joined was my lowest time. But it was not that I was demoralized or thought of leaving the job, no. I knew that I had to do it. It was not hardest for teaching as I never disliked teaching in any circumstances. It so happened that just when I was promoted to permanent status, I was given such an assignment from the office that required my full time. I couldn't give much time to my courses. I introduced the same assignments' like the previous semester, I didn't change the quizzes, neither the lessons. So I found it quit tough and mentally I was a bit down. So it was a hard time in my job.

So you learned the art of teaching through experience only?

Not only experience. As I have said that I never had any formal training but I had an interest in the field since third grade. I used to note the behavior of my teacher. One of my cousins did a one year diploma from a training institution in Lahore. She used to tell me during casual discussion how to move in the class, what skills to have etc. From there I got many tips that were already in the back of my mind. I used

to make her lesson plans so I learned that lessons should be planned. When I joined this profession, she advised me to write down everything that I want to do in the class if I want to avoid tough time. And that helped me a lot.

What affect does the administration of the organization on your teaching?

Remember the assignment I told you that took most of my time. They need that quality that we bring innovation in our work, assignments and quizzes, but we should get time for this as well. And without research, even if you have the experience of 30 years, it's of no use. So the pressure of publications is also on us. So if we have lengthy assignments from admin, all our work will be affected.

What is the requirement of publications in this organization?

Well, this is for my own career. If I get saturated on what I have and what I know, after 4-5 years, my worth will go down. So to keep yourself updated, you have to produce your own research. With teaching and research we should get assignments as they are a part of our work but these should not be so technical, difficult and time consuming that we become unable to do justice to our teaching assignments.

How do you define an ideal class?

I won't say that I like the students with high CGPA. I love those students who have the passion to learn this subject. I am fascinated by this keenness in them. A student with high GPA wants to maintain his grade of course but I really like the passion to learn.

So how do you judge this passion?

From their class participation, motivation, expressions, and the way they are asking questions. Sometimes they come to you after class time, so it shows their commitment.

So do you allow your students to come to your office?

Yes, anytime. They can stop me on the way or come to my office, anywhere. They are always most welcomed.

So do students come with their personal problems?

I guess it's my personality trait that I don't allow such closeness. A student is a student and he or she should keep this in mind that I am their teacher. My impression is not that of a very friendly teacher. So they indirectly refer to their problems e.g. my mother was ill so I couldn't prepare the test etc. and it's very common so I need to counsel them a bit. Of course low phase or low times comes on everyone, and we all have to face problems in our domestic life. But when you enter the campus, you have to forget about everything. So I give them my example that I follow this rule so they should follow it as well. So you need to be properly there when you are in the class or in the college. A few days back, a female student came to me who had a broken front tooth due to some accident. I noticed her sittin gin the front row in the class. All her friends looked happy and motivated but she was quiet. But I didn't point her out. But she came to me by chance so I asked her if she is in some problem. Then she told me about

her tooth. I didn't even look at her. But I told her that accidents happen to everyone so just forget about it and get a tooth cape. So indirectly, they do discuss sometimes and I do counsel where needed.

Have you ever been promoted since you joined?

Yeah, twice. When I joined I was visiting. Then I was promoted to permanent. And recently I am promoted as an assistant professor from lecturer.
How do you envision yourself in the next 5 years?

I would love to do a PhD. I think that will be a great achievement.

Are you on a place that you envisioned after your masters or after joining this profession?
 No, I have never even imagined it even. It's beyond my expectations.

What is special about HE teachers and students as opposed to those of junior level?

I don't think there's anything special. Students are students and teachers are teachers. Only the syllabus gets complicated. Here, we have to communicate the concept in such a way that the students become skilled in its practical use. We do communicate critical thinking and interpretation skills at junior level as well. At HE, only the content changes but the essence of teaching; teaching concepts, developing critical thinking and improving interpretation skills, remain the same. We do activities at all levels. In HE, we have seminars, at lower level we have other activities so there isn't much difference.

If you teaching the same course in different classes, what difference you find in them?

Many. BBA and MBA classes differ in behavior. BBA students are somewhat non-serious and less bothered about learning. MBA students ate slightly more serious. Class timings also matter. The morning class at 8 is more motivated, attentive and disciplined. 11:00 am classes are out of control as their energy level is at its peak level. CGPA of the class also counts. The presence of the repeaters in the class also matters as they are least bothered about studying the same thing again. They try to tease the teacher and other fellows.

If you teach one concept but the understanding of one class is far better than the other, what do you think you need to change or take notice of?

Within a particular semester, I don't change much. If I plan a lesson with examples, I can't change it frequently because I write and plan. But I do change and improve my plan semester to semester.

Your lesson plan makes you confident. What makes a student confident about their learning?

Consistent work; If they leave today's work to be done tomorrow or on the weekend and assume that they will be able to finish it, it would be a completely wrong approach. In semester system, today is the last day to do today's work. If you miss one of my lessons, you cannot understand the next one because things are interlinked. You will be left behind.

So how do you define an effective learning environment?

I was a very shy student and never wanted to be in the lime light. So I respect such students. I try to make them feel comfortable and only ask answers from those who volunteer to communicate and avoid forcing anyone to speak or answer. I want them not to be afraid of the teacher or to be scared lest others think they don't know the topic. So we should not make the students feel bad about the learning experience. May be I felt it somewhere in my student life so I believe that students should be made comfortable. If you go down too their level, they will learn and a learning environment will be created. To pinpoint in the class that a certain student is not performing well is making them feel bad. If I am a student and a teacher tells me that I am not performing well, I'll feel bad. So, I myself approach my students and ask if they understand. Sometimes, I solve numericals in the class if we have time, and if I can move easily in the class, I can also see how the students are performing and check their weaknesses.

What about their communication skills?
My course is RM, not communication skills. And if I evaluate student on communication skills, it's really unfair. What impresses me is the content in their presentation, not their way of communication. At the end of the day, they need to do research. If they can't research and are just good in communication, there's no point. They have a separate course on com. Skills so they should learn it there. My course demands improved research skills only.

CODED

Since how long have u been teaching?

For about 3.5 years.

And what do you teach?

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What do you like more?

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> **Commented [S1]:** Efficacy. Student response, satisfaction student centered. Understanding

How do you define teaching?

It's all about communicating something that you know. Students don't know certain thing and you have to make them get that concept, that's all.

> **Commented [S2]:** Communication

So why are you a teacher?

I guess it was in my mind somehow. My teacher gave me an easy in 3rd grade. I might be inspired by my teachers. Or maybe it was there in me so I wrote 5-6 lines on it. That was my first realization of my interest in teaching profession. I found myself interested in it as I used to call my cousins and make them prepare their tests and assignments. I used to enjoy that although it was difficult for a 6th grader to teach cousins of 2nd or 5rd grade. I used to enjoy checking the copies and tests. So then I thought it was my profession and I should go for that. It was somewhere in me you can say.

> **Commented [S3]:** Attitude towards job, Inspiration, enthusiasm

Did you try any other profession.

Never ever (laughs). I applied in this organization and I was offered a job so I joined.

> **Commented [S4]:** Loyalty to organization,

What makes you confident about your teaching?

Preparation, lesson plan. I know a topic completely and I know the concepts like central tendency and mean, median, mode. But the major thing is how you communicate that thing to facilitate the relevant public. How easy you make it for the student. We have relatively weak students here. We do have brilliant ones but mostly rather weak one. So I have to tackle all of them. So it matters that you make it easy to such a level that this mathematical subject appear easy to them. Some have bio background so they have absolutely no clue of it. So first lesson plan and then how better u communicate, how easy you make it, how far u make the student relate to it makes me confident…if I prepare my lesson.

> **Commented [S5]:** Techniques, hard working

> **Commented [S6]:** Communicate, Confidence,

> **Commented [S7]:** Student centered, commitment

> **Commented [S8]:** Strategies

> **Commented [S9]:** student centered, confidence, goal oriented,

So how do you prepare for your lesson on a topic for example?

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Commented [S10]: efficacy- mastery, competence, Lesson planning, hard work, subject knowledge,

So you plan everything?

Yes, but this activity decreases with the passage of time. For example if I prepared a lesson last summer and it is so good that you need just a little improvement, so you can just change the numerical or change the solutions, add a couple of examples, but basic stuff remains the same. It won't be monotonous throughout as I do change it a bit.

Commented [S11]: Innovation

You said you are inspired by a teacher.

Might be; I am not sure about why teaching. The desire of becoming a teacher was somewhere in me.

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Do you think you inspire your students?

Yes, sometimes.

How do you know that?

Through their body language, the way they are looking at you or copying you, the way they are responding. If you said something one day and they are following it the next day, or you said something in the lesson and they are copying it in the exams. So then you realize that they are concentrating and listening to everything you say in the class.

Commented [S13]: Understanding, efficacy- student feedback

So how do you get feedback?

I never asked in the class how much they have understood or if they have any problem. The formal feedback is communicated rarely like I got it only twice since I joined, which is feedback from students in which they rate us. Honestly speaking, the faces of the students tell you how much they understand. Either they are frustrated or they are not. Sometimes they openly say it to you on your face. For example in my previous class of research methods, I taught a topic and some students told me that nobody understood it completely. I mean they do communicate. Now I will skip the new topic and revise this topic by more exercise so that they don't face any problem. So this is the impact of the feedback but I personally don't ask. Another clue you get when you revise previous day's topic. If students are reproducing it and communicating the concept, then you realize that they got the understanding till a certain point and they can redo it in exams.

Commented [S14]: Understanding, competence

Commented [S15]: Strategy, Reflection, student feedback, effort,

Commented [S16]: Feedback from students

I find it very odd to ask them what type of teacher I am. But when I initially joined, it was important for me to know the comfort level of the students. For example are they comfortable with doing the numerical from the book, power point slides or doing the numerical on board etc. I asked them all this in the beginning. Now all these things are finalized and I have asked so many students that I know their comfort zone, and I have adopted the most comfortable one. That is using the board to solve the

numerical on the board, each and every step. Although it's hectic for me but still they want me to do that so I do it.

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So you learned the art of teaching through experience only?

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Commented [S26]: efficacy-confident, because she believes that one should be responsible for one's achievements.

Commented [S27]: Collegial support

Commented [S28]: As above

Commented [S29]: Efficacy-mastery (confident)

Commented [S30]: Efficacy-mastery (confidence)

Commented [S31]: Efficacy- distraction due to organization

Not only experience. As I have said that I never had any formal training but I had an interest in the field since third grade. I used to note the behavior of my teacher. One of my cousins did a one year diploma from a training institution in Lahore. She used to tell me during casual discussion how to move in the class, what skills to have etc. From there I got many tips that were already in the back of my mind. I used to make her lesson plans so I learned that lessons should be planned. When I joined this profession, she advised me to write down everything that I want to do in the class if I want to avoid tough time. And that helped me a lot.

> **Commented [S32]:** Efficacy- competence

What affect does the administration of the organization on your teaching?

Remember the assignment I told you that took most of my time. They need that quality that we bring innovation in our work, assignments and quizzes, but we should get time for this as well. And without research, even if you have the experience of 30 years, it's of no use. So the pressure of publications is also on us. So if we have lengthy assignments from admin, all our work will be affected.

> **Commented [S33]:** Efficacy- organization should encourage

What is the requirement of publications in this organization?

Well, this is for my own career. If I get saturated on what I have and what I know, after 4-5 years, my worth will go down. So to keep yourself updated, you have to produce your own research. With teaching and research we should get assignments as they are a part of our work but these should not be so technical, difficult and time consuming that we become unable to do justice to our teaching assignments.

> **Commented [S34]:** Attitude towards job, organization

How do you define an ideal class?

I won't say that I like the students with high CGPA. I love those students who have the passion to learn this subject. I am fascinated by this keenness in them. A student with high GPA wants to maintain his grade of course but I really like the passion to learn.

> **Commented [S35]:** Practical approach

So how do you judge this passion?

From their class participation, motivation, expressions, and the way they are asking questions. Sometimes they come to you after class time, so it shows their commitment.

> **Commented [S36]:** understanding

So do you allow your students to come to your office?

Yes, anytime. They can stop me on the way or come to my office, anywhere. They are always most welcomed.

> **Commented [S37]:** Approachable

So do students come with their personal problems?

I guess it's my personality trait that I don't allow such closeness. A student is a student and he or she should keep this in mind that I am their teacher. My impression is not that of a very friendly teacher. So they indirectly refer to their problems e.g. my mother was ill so I couldn't prepare the test etc. and it's very common so I need to counsel them a bit. Of course low phase or low times comes on everyone, and we all have to face problems in our domestic life. But when you enter the campus, you have to forget about everything. So I give them my example that I follow this rule so they should follow it as well. So you need to be properly there when you are in the class or in the college. A few days back, a female

> **Commented [S38]:** Counseling, age factor for distance, attitude towards job- focused

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student came to me who had a broken front tooth due to some accident. I noticed her sittin gin the front row in the class. All her friends looked happy and motivated but she was quiet. But I didn't point her out. But she came to me by chance so I asked her if she is in some problem. Then she told me about her tooth. I didn't even look at her. But I told her that accidents happen to everyone so just forget about it and get a tooth cape. So indirectly, they do discuss sometimes and I do counsel where needed.

Commented [S39]: counseling

Have you ever been promoted since you joined?

Yeah, twice. When I joined I was visiting. Then I was promoted to permanent. And recently I am promoted as an assistant professor from lecturer.

Commented [S40]: efficacy-promotion

How do you envision yourself in the next 5 years?

I would love to do a PhD. I think that will be a great achievement.

Commented [S41]: enthusiasm

Are you on a place that you envisioned after your masters or after joining this profession?

No, I have never even imagined it even. It's beyond my expectations.

Commented [S42]: efficacy-organization

What is special about HE teachers and students as opposed to those of junior level?

I don't think there's anything special. Students are students and teachers are teachers. Only the syllabus gets complicated. Here, we have to communicate the concept in such a way that the students become skilled in its practical use. We do communicate critical thinking and interpretation skills at junior level as well. At HE, only the content changes but the essence of teaching; teaching concepts, developing critical thinking and improving interpretation skills, remain the same. We do activities at all levels. In HE, we have seminars, at lower level we have other activities so there isn't much difference.

Commented [S43]: practical approach in teaching

If you teaching the same course in different classes, what difference you find in them?

Many. BBA and MBA classes differ in behavior. BBA students are somewhat non-serious and less bothered about learning. MBA students ate slightly more serious. Class timings also matter. The morning class at 8 is more motivated, attentive and disciplined. 11:00 am classes are out of control as their energy level is at its peak level. CGPA of the class also counts. The presence of the repeaters in the class also matters as they are least bothered about studying the same thing again. They try to tease the teacher and other fellows.

Commented [S44]: understanding

If you teach one concept but the understanding of one class is far better than the other, what do you think you need to change or take notice of?

Within a particular semester, I don't change much. If I plan a lesson with examples, I can't change it frequently because I write and plan. But I do change and improve my plan semester to semester.

Commented [S45]: lesson planning,

Your lesson plan makes you confident. What makes a student confident about their learning?

Consistent work; If they leave today's work to be done tomorrow or on the weekend and assume that they will be able to finish it, it would be a completely wrong approach. In semester system, today is the

last day to do today's work. If you miss one of my lessons, you cannot understand the next one because things are interlinked. You will be left behind.

So how do you define an effective learning environment?

I was a very shy student and never wanted to be in the lime light. So I respect such students. I try to make them feel comfortable and only ask answers from those who volunteer to communicate and avoid forcing anyone to speak or answer. I want them not to be afraid of the teacher or to be scared lest others think they don't know the topic. So we should not make the students feel bad about the learning experience. May be I felt it somewhere in my student life so I believe that students should be made comfortable. If you go down too their level, they will learn and a learning environment will be created. To pinpoint in the class that a certain student is not performing well is making them feel bad. If I am a student and a teacher tells me that I am not performing well, I'll feel bad. So, I myself approach my students and ask if they understand. Sometimes, I solve numericals in the class if we have time, and if I can move easily in the class, I can also see how the students are performing and check their weaknesses.

What about their communication skills?

My course is RM, not communication skills. And if I evaluate student on communication skills, it's really unfair. What impresses me is the content in their presentation, not their way of communication. At the end of the day, they need to do research. If they can't research and are just good in communication, there's no point. They have a separate course on com. Skills so they should learn it there. My course demands improved research skills only.

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Appendix 11

S1, S2, S6 = Male students

S3, S 4, S 5=Female students

All: Statistics

Do you like the subject?am

S6: A little.

S2: yeah, it's interesting.

S3: No

Why do you find it difficult?

S3: I am from pre-medical so I find mathematical subject quite tough generally. No specific, may it be algebra, I am not interested in it.

Do you all agree?

S6: well. Personally speaking, I am a bit allergic to mathematics. The students from medical background, at this stage, feel a bit shy in competing with other students. Statistics is one of the major courses of our BBA because it is designed by our associate dean who has done PhD in it. We relate it to our associate dean so this fact gives us a bit pressure. AS far as teachers, especially ma'am Maria is concerned, she is really nice.

What teaching aids does she use?

S2: Basically statistics is arranging the data. It tells us the techniques to arrange data. She tells us all that in a very easy and good way. She even explains the minor points so we have no problem.

S3: I told her that I don't have any background in mathematics but she said no problem. Even if you have no background, if you have any problem, do ask. She always helps if we have any problem.

S4: Actually we find statistics difficult because we have never studied it. I did inter mediate in pre-medical and now I am to study statistics. But the teacher teaches really well.

S3: She inter relates the topics really well. If we have studied some topic before, she will relate it to the present topic and then to the next. It helps us in better learning.

S6: We some from different academic backgrounds where we haven't studied statistics at all. I told ma'am that I need to start from zero. She said that all students are standing at zero for her, with or without a background. First, she selects a topic and tells us the concept. She makes us understand the concept very clearly. Then comes the interpretation. She gives us handout and the relevant question in the handout are either solved in the class or given as a home assignment. We are given homework as was given to us in schools. She asks us to do them again and again because they will come in the exams. The figure might change but the concept remains the same.

<mark>Why are you doing BBA?</mark>

S2: I am interested in business studies and I have the ambition to join corporate field in the future.

S1: This field has vast scope. You can join many lines or enter any firm after MBA or BBA honours. A doctor can only join some medical firm. An engineer can only go to construction or any related field. But we can join any field be above than a doctor or engineer.

S6: In Pakistan, the scope changes after 4 years. Now, the market is saturated with MBAs because they are not given good salary, so there is no outcome. Of course we are studying for better income. This BBA trend is now shifting towards telecommunication and mass communication. When we joined the university, this course was very famous in the market. Besides, entry system here is easier as compared to other top class universities. If we maintain good GPA, we would like to do masters from LUMS or LSE which are the top universities of Pakistan.

<mark>Do you worry about grades?</mark>

All girls: A lot

S4: Actually we have scholarship issue. It depends upon 3. 80 CGPA.

<mark>Have had any result of stats?</mark>

All: one quiz

How was it?

S2: Very good. I got 5/5.

S1: I also got 5/5.

S6: we all got 5/5.

S3: It was very easy, related to our course.

<mark>The subject is tough but is the course easy? Do you know the course outline?</mark>

S3: Yes, we know the course outline and how to go about it in detail. It seems easy and ma'am has taught us really well. Even though I am not interested in mathematics, even then I like the course.

S2: They left it on my interest; engineering or business studies. Of course I have no background of medical. My elder siblings guided me really well about the scope and future of every field. There was no pressure. They supported me and approved of my decision.

S1: My father wanted me to be a doctor. That's why I did FSc pre-medical. I couldn't get admission there. Then I saw that business field has a lot of scope. We have our family business as well so I decided t shift to this field.

S6: My desire was to go to engineering field. After inter, I applied at many institutions. I am also interested in textile and fashion designing. My elder brother was going BBA honours from here. He suggested me to join here. His specialization was in finance. HE suggested me to go for marketing as the scope of business world can't end especially after so much privatization going on. So I chose this field.

S4: My mother was against my BBA. She wanted me to do MBBS but I couldn't get admission just on points. I got admission in D pharmacy but I was very disheartened and wanted a total change of field. My father supported me throughout. I got the scholarship so my mother was also happy. I am maintaining my scholarship.

S5: My mother supported me when I was in pre-medical and she is supporting me when I am in BBA. So it all depends upon me. Whatever I am doing, I am doing it on self-motivation.

S3: When I couldn't get admission in medical college, my entire family, even my grandmother, was really concerned about my future. My aunt helped me and told my mother the scope of BBA. She said that this is related to practical life so I joined and I am very happy about my decision.

What do you expect to learn by the end of this semester?

S2: Of course we want good grade. But, for me, learning should be effective. If you have good grades but you don't know what standard deviation is, then there is no point. The course understanding is important and we should learn the concept by the end of the semester.

How does the teacher react if you don't score well?

S4: it depends. Sometimes teachers expect more from the high scorers. So when they score bad, then the teacher criticise them but not the others.

S6: Ma'am always motivates us. I asked many previous students before joining her class and they said that if a student doesn't perform well, she counsel him specially to motivate him, to discuss his problem and tries to solve it. Many students say that they got motivated because of ma'am and concentrated on studies.

 S3: while registration, it's very difficult to get into ma'am s section. It's almost full if you don't add yourself in the beginning. It is the first section that gets full.

S5: She is very encouraging, very.

S2: So far, it was not needed because we ask her everything in the class.

S1: These are initial lectures so the basics are easy.

S3: I went to her before the course started. I told her that I find maths difficult so could I get extra time. She said no problem, come to me whenever you have any problem. She said that for her all students are equal and she starts from zero with all of them.

How does she give feedback on your work, in the class or on quiz and assignment?

S2: First she asks if we all have understood. If an individual student has some problem, she tackles it really well even if it's a minor point. Sometimes the class laughs at such question but she strictly admonish them because a question is a question. If we don't understand even then, she explains again and again. She really encourages the learning process. We get motivation that if the teacher is doing so much, I should put some effort from my side as well. This is her way of feedback.

S3: I scored full marks in the quiz so I went to her office to get it. She saw marks and said well done. It's very encouraging when the teacher gives you such good comments rather than just returning the quiz and saying nothing.

How do you give feedback to the teacher?

S6: WE can give her feed back by learning whatever she is teaching and delivering in the class, respond to her, perform good in quizzes and assignments and get good marks. We can also give her feedback by having a good attitude in the class and creating a good learning atmosphere. And we are doing all this.

S3: University also conducts teacher evaluation.

S2: Yes, there are 2 teacher evaluations about almost every teacher.

S3: They ask about teacher behaviour, is he encouraging, does he give course outline, is he following it, is he punctual etc. So there are these questions that we have to answer.

Are you familiar with the cur outline?

S2: In the first lecture, she told us the grading criteria in detail. Then she told us the course outline and how we will go by it. It was not available on the portal as the university was making some changes on the portal. But she told it to us in a crude form what to cover in the entire and asked us to access it later. It has been very systematic so far.

Do you work individually or in groups during the class?

Individually.

S6: Board, multimedia

S2: handouts

S3: mostly board

What do you prefer?

All: board

S2: Statistics is data representation. There is not much work of slides because we have to practically do it.

S5: She keeps solving the numerical and we follow. So slides can't be made of mathematics.

How do you see yourself in 5 years?

S2: I am planning to get some work experience after BBA. I want to do a job to be financially stable. I will join a business line if available. In brief, I see myself with a job and some market experience.

S1: I hope to have a job but I'll continue my studies and will do some internship. An MBA loses its value after 5 years because 10 new courses add up. I will continue my study so that I maintain my value and worth.

S6: I would like to do a business or maybe go abroad. I am not satisfied with the environment here. I am not willing to stay at a place where I don't have the right to live as per my desire.

 S4: I am waiting for my graduation then I'll go into civil service after CSS.

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S3: I want to be a productive part of my family business. My father and uncle runs a business and I want to be a part of it.

Do you think this course will help you somehow?

S2: In business, we have so much of data analysis that we can't handle without stats. So we will need it whenever we run a business because concepts won't change.

S1: In business, you can do the forecast of the next five years. Each company wants it so that it can plan the strategies to apply now to prosper later. This perception comes from statistics.

S6: In business or job, one wants to estimate the profit or plan future strategies by understanding the present position. If you want to see your economic position after 2 years, you can't do it with simple mathematics. This course might look like just a course, but in future we'll know its worth.

S2: That's why, being business students we are doing this so that it helps us in business.

Appendix 12

S1, S2, S6 = Male students

S3, S 4, S 5=Female students

What are you studying?

All: Statistics

Do you like the subject?

S6: A little.

S2: yeah, it's interesting.

> Commented [S1]: Interest in the subject

S3: No

Why do you find it difficult?

S3: I am from pre-medical so I find mathematical subject quite tough generally. No specific, may it be algebra, I am not interested in it.

Do you all agree?

S6: well. Personally speaking, I am a bit allergic to mathematics. The students from medical background, at this stage, feel a bit shy in competing with other students. Statistics is one of the major courses of our BBA because it is designed by our associate dean who has done PhD in it. We relate it to our associate dean so this fact gives us a bit pressure. AS far as teachers, especially ma'am Maria is concerned, she is really nice.

> Commented [S2]: Efficacy- Background of the students and

> Commented [S3]: Efficacy-difficult subject affects the learning efficacy

What teaching aids does she use?

S2: Basically statistics is arranging the data. It tells us the techniques to arrange data. She tells us all that in a very easy and good way. She even explains the minor points so we have no problem.

> Commented [S4]: Strategy-easy teaching

S3: I told her that I don't have any background in mathematics but she said no problem. Even if you have no background, if you have any problem, do ask. She always helps if we have any problem.

> Commented [S5]: Strategy-encouraging

S4: Actually we find statistics difficult because we have never studied it. I did inter mediate in pre-medical and now I am to study statistics. But the teacher teaches really well.

S3: She inter relates the topics really well. If we have studied some topic before, she will relate it to the present topic and then to the next. It helps us in better learning.

> Commented [S6]: Strategy- context based teaching

S6: We some from different academic backgrounds where we haven't studied statistics at all. I told ma'am that I need to start from zero. She said that all students are standing at zero for her, with or without a background. First, she selects a topic and tells us the concept. She makes us understand the concept very clearly. Then comes the interpretation. She gives us handout and the relevant question in the handout are either solved in the class or given as a home assignment. We are given homework as was given to us in schools. She asks us to do them again and again because they will come in the exams. The figure might change but the concept remains the same.

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S4: Actually we have scholarship issue. It depends upon 3. 80 CGPA.

Have had any result of stats?

All: one quiz

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S3: Yes, we know the course outline and how to go about it in detail. It seems easy and ma'am has taught us really well. Even though I am not interested in mathematics, even then I like the course.

S2: They left it on my interest; engineering or business studies. Of course I have no background of medical. My elder siblings guided me really well about the scope and future of every field. There was no pressure. They supported me and approved of my decision.

> Commented [S12]: Efficacy-family support

S1: My father wanted me to be a doctor. That's why I did FSc pre-medical. I couldn't get admission there. Then I saw that business field has a lot of scope. We have our family business as well so I decided t shift to this field.

S6: My desire was to go to engineering field. After inter, I applied at many institutions. I am also interested in textile and fashion designing. My elder brother was going BBA honours from here. He suggested me to join here. His specialization was in finance. HE suggested me to go for marketing as the scope of business world can't end especially after so much privatization going on. So I chose this field.

> Commented [S13]: Efficacy-vicarios, siblings

S4: My mother was against my BBA. She wanted me to do MBBS but I couldn't get admission just on points. I got admission in D pharmacy but I was very disheartened and wanted a total change of field. My father supported me throughout. I got the scholarship so my mother was also happy. I am maintaining my scholarship.

> Commented [S14]: Sense of achievement

S5: My mother supported me when I was in pre-medical and she is supporting me when I am in BBA. So it all depends upon me. Whatever I am doing, I am doing it on self-motivation.

> Commented [S15]: effort

S3: When I couldn't get admission in medical college, my entire family, even my grandmother, was really concerned about my future. My aunt helped me and told my mother the scope of BBA. She said that this is related to practical life so I joined and I am very happy about my decision.

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> Commented [S16]: concept acquisition

How does the teacher react if you don't score well?

S4: it depends. Sometimes teachers expect more from the high scorers. So when they score bad, then the teacher criticise them but not the others.

> Commented [S17]: strategy-criticism by teacher

S6: Ma'am always motivates us. I asked many previous students before joining her class and they said that if a student doesn't perform well, she counsel him specially to motivate him, to discuss his problem and tries to solve it. Many students say that they got motivated because of ma'am and concentrated on studies.

> Commented [S18]: Strategy-Effective teacher motivates and encourages(it improves efficacy, thus learning)

 S3: while registration, it's very difficult to get into ma'am s section. It's almost full if you don't add yourself in the beginning. It is the first section that gets full.

S5: She is very encouraging, very.

S5: She is very encouraging, very.

Commented [S19]: Strategy-encouraging

Have you ever gone to ma'am to ask some help?

S2: So far, it was not needed because we ask her everything in the class.

Commented [S20]: Strategy- allows questions in the class

S1: These are initial lectures so the basics are easy.

Commented [S21]: Now they find it easy!!

S3: I went to her before the course started. I told her that I find maths difficult so could I get extra time. She said no problem, come to me whenever you have any problem. She said that for her all students are equal and she starts from zero with all of them.

Commented [S22]: encouraging

How does she give feedback on your work, in the class or on quiz and assignment?

S2: First she asks if we all have understood. If an individual student has some problem, she tackles it really well even if it's a minor point. Sometimes the class laughs at such question but she strictly admonish them because a question is a question. If we don't understand even then, she explains again and again. She really encourages the learning process. We get motivation that if the teacher is doing so much, I should put some effort from my side as well. This is her way of feedback.

Commented [S23]: strategy- motivating, class control, encouraging, students also get motivated towards learning

S3: I scored full marks in the quiz so I went to her office to get it. She saw marks and said well done. It's very encouraging when the teacher gives you such good comments rather than just returning the quiz and saying nothing.

Commented [S24]: verbal encouragement

How do you give feedback to the teacher?

S6: We can give her feed back by learning whatever she is teaching and delivering in the class, respond to her, perform good in quizzes and assignments and get good marks. We can also give her feedback by having a good attitude in the class and creating a good learning atmosphere. And we are doing all this.

Commented [S25]: don't want to let down, confident, ready for effort because teacher works hard

S3: University also conducts teacher evaluation.

S2: Yes, there are 2 teacher evaluations about almost every teacher.

S3: They ask about teacher behaviour, is he encouraging, does he give course outline, is he following it, is he punctual etc. So there are these questions that we have to answer.

Are you familiar with the cur outline?

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Commented [S26]: teacher is hard working

Do you work individually or in groups during the class?

Individually.

S6: Board, multimedia

S2: handouts

S3: mostly board

What do you prefer?

All: board

S2: Statistics is data representation. There is not much work of slides because we have to practically do it.

> **Commented [S27]:** Mastery- practical approach towards learning

S5: She keeps solving the numerical and we follow. So slides can't be made of mathematics.

> **Commented [S28]:** Syllabus coverage-rigorous

How do you see yourself in 5 years?

S2: I am planning to get some work experience after BBA. I want to do a job to be financially stable. I will join a business line if available. In brief, I see myself with a job and some market experience.

> **Commented [S29]:** ambitious

S1: I hope to have a job but I'll continue my studies and will do some internship. An MBA loses its value after 5 years because 10 new courses add up. I will continue my study so that I maintain my value and worth.

S6: I would like to do a business or maybe go abroad. I am not satisfied with the environment here. I am not willing to stay at a place where I don't have the right to live as per my desire.

S4: I am waiting for my graduation then I'll go into civil service after CSS.

S1: independent, having a good job, and very groomed

S3: I want to be a productive part of my family business. My father and uncle runs a business and I want to be a part of it.

> **Commented [S30]:** They all are ambitious about their future, just like the teacher.

Do you think this course will help you somehow?

S2: In business, we have so much of data analysis that we can't handle without stats. So we will need it whenever we run a business because concepts won't change.

> **Commented [S31]:** they know the importance of this subject very well.

S1: In business, you can do the forecast of the next five years. Each company wants it so that it can plan the strategies to apply now to prosper later. This perception comes from statistics.

> **Commented [S32]:** Same as above

S6: In business or job, one wants to estimate the profit or plan future strategies by understanding the present position. If you want to see your economic position after 2 years, you can't do it with simple mathematics. This course might look like just a course, but in future we'll know its worth.

> **Commented [S33]:** Same as above

S2: That's why, being business students we are doing this so that it helps us in business.
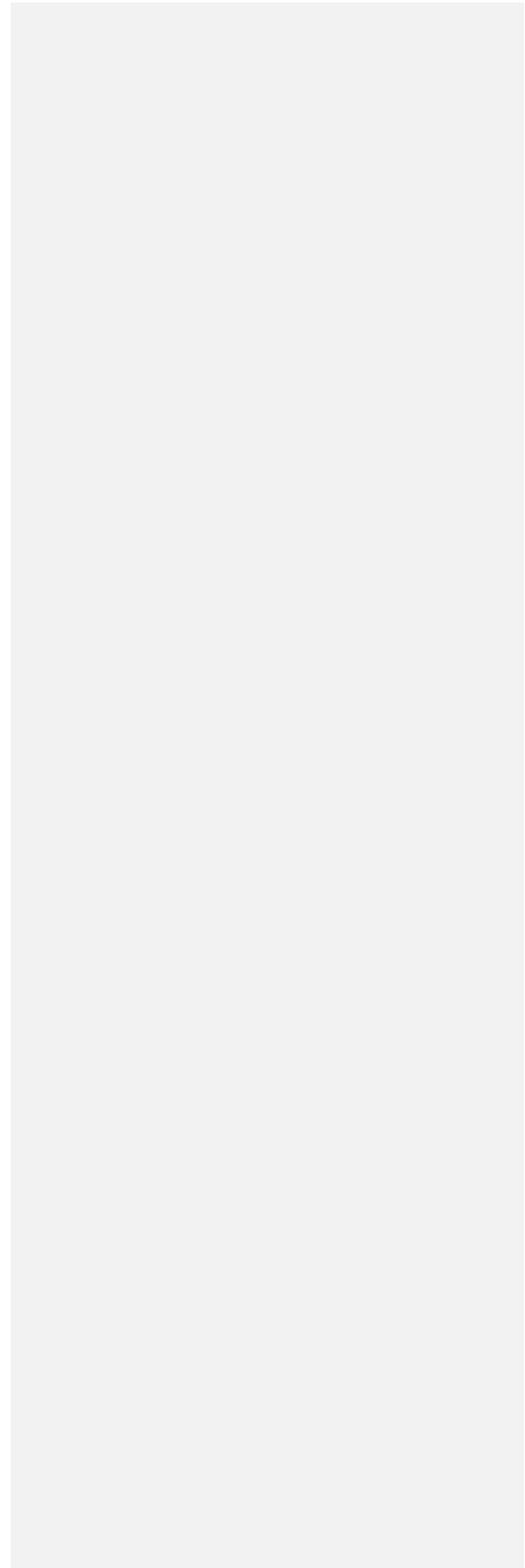
Appendix 13

- The tone of the teacher is very stern.
- The students are returned the quiz while the teacher takes attendance.
- The class starts by eliciting previous knowledge. The teacher asks questions and all the students are responsive.
- They are ready with their work so it means it's an everyday practice.
- Students are constantly asked questions. They are constantly asked to analyse the findings. It's a very interactive class. All the class is interested and attentive.
- Though the teacher is not cracking jokes or sound very friendly, the created environment is very relaxed, friendly and interactive. It is an effective learning environment.
- Students are made to practice through the handouts they already have. Throughout the lesson, they are given activities to practice to ascertain their learning.
- Teaching aid:
- Because it's a technical subject, the board is used quite effectively. The markers of different colours are used. Questions are asked very intelligently.
- Teaching Techniques:
- Before she read out the findings, she said, 'please don't repeat.' It stopped all the noise.
- 'Please listen carefully first.'
- She used the power of silence to get the attention or to make the class silent.

1. Student concentration on the lesson (interest)
   Because of the involvement of the teacher and the effective board work, the students are really involved. They are talking and discussing but when the teacher asks them to be quiet, there is a sudden hush.
2. Teacher's control on the class (confidence)
   She uses very loud and clear voice. The entire class keeps quiet when she asks, but she immediately goes t the topic.
   She knows the names of the students and answers them by calling their names.
   A student was laughing so the teacher asked him to answer the question. He was unable to answer. She pin pointed the problem that the students didn't have the handout. She was very serious and asked the same question from another student. The troubled maker realised his mistake so she didn't go on criticising him.
3. T/S relationship (friendly, encouraging, polite, stern, helpful etc)
   Very helpful, very facilitating. Very encouraging. Can't call it friendly because a certain distance is kept that is shown through the serious mannerism of the teacher. She has a very relaxed body language but maintains a physical distance as well.
4. Confidence of the teacher on the subject (how he answers questions, responds to queries)
   She is very planned. Used different coloured markers on the board. Very confident. Even the questions she asked from the class are already planned.
   The questions are asked and answered very confidently.
5. Does the teacher allow mastery?
   Yes, by making them solve the questions and asking them the answers and by encouraging remarks.

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Commented [S1]: 2.1 non-verbal cue for discipline

Commented [S2]: 1.2 prepared

Commented [S3]: 1.1 class control

Commented [S4]: Same as above

Commented [S5]: 2.1, 2.2, interactive , effective question, encourage analytical thinking

Commented [S6]: 2.1 body language

Commented [S7]: 2.1 effective use of resources

Commented [S8]: Same as above

Commented [S9]: 2.1 verbal cues for discipline

Commented [S10]: 2.1 non verbal

Commented [S11]: 2.2 attentive, don't want to let down

Commented [S12]: 2.1 non-verbal

Commented [S13]: 2.1 use of names

Commented [S14]: 2.1 class control

Commented [S15]: 1.2, 2.2 relax , yet stern

Commented [S16]: 2.1 effective use of resources

Commented [S17]: 1.1 . 2.2 confident teacher

Commented [S18]: 2.2 encouraging, student effort

6. Does the teacher allow vicarious experience?
   They look at each other's work and are facilitated on it. When the teacher gives time to solve a numerical, she only monitored that they are writing and solving, but she didn't mind if they talked to each other in the meanwhile.

7. Affective states of the students (are they relax or tense, the teacher's mood)
   They are relaxed. Allowed to work together during activity. Attention span is taken care of by variation in visual, auditory and kinaesthetic activities.

8. Persuasion (does the teacher encourage learning? Does the T elicit past knowledge?)
   Verbal persuasion. 'Pay attention please.' Kept asking if they know the previous lesson. Linkage between the previous knowledge and present topic. The students are ready to answer the questions with confidence.
   Very positive remarks are used to encourage. 'You are a smart statistician now'. ' today, we'll do a very simple work'.

9. Class control (how do teacher tackle trouble makers?)
   Very good. The body language is very relaxed. Accent is very good and understandable. The tone is not monotonous so the students are under control. The entire class is asked to be quiet by gestures and verbal instruction.
   A trouble maker is asked to enter the class, but when her left, the teacher remarked very politely but solemnly about the basic manners. It's better than shouting. The situation was again under control as the teacher was in control.
   A student tries to be funny. She asked him why he was laughing. Then she asked a question from him. Though others tried to answer, she was very firm that the particular student should answer. He was made to realise that if he is creating trouble, he should be ready for trouble because the teacher would immediately ask a question from him.

10. Enthusiasm of teacher (whether the T is able to charge h/her enthusiasm in the class or not)
    As the teacher keeps revising the previous knowledge, it encourages the class to solve the questions. They are enthusiastic about learning and it is shown through their body language, and there hand rising. The teacher is more like a facilitator than a lecturer.

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Appendix 14

Teachers' self-efficacy indicators	Effort, persistence, perseverance, competence (skills, knowledge, strategies) commitment to the values of the organization, vicarious experience (modeling, success stories of colleagues, talks, workshops) , social persuasion (feedback about achievement, professional development opportunities), student feedback
Effective teaching factors and strategies	Engagement in learning process, expertise, wisdom, planning, interaction, evaluation, direct mode of instruction, imagination, competence, communication, reflection, mastery of subject matter, regular feedback, motivation, respect towards students, personal qualities (enthusiastic, energetic, approachable, open, imaginative, sense of humour), teaching skill and mastery (master of subject matter, organized, clarify important concepts, motivating, elicit useful questions and examples, creative n imaginative, reasonable and fair), thinking in the moment ability, class control, student achievement, academic instruction, high engagement rates, suitable activities, reflection, enquiry, knowledge, decision making, action, constant reflection before, during and after the moment, create conducive learning environment, think about transferable experience, develop personal relationships with students,
Effective learning factors	Able to analyse, creative thinkers, planning for future, study skills (content acquisition, self-evaluate, self-monitor), transferable skills, independent learning, reflective practice, critical thinking, generic skills (time management, taking notes, presentation skills), meta-cognitive skills (learn from peer feedback, self-assessment), self-regulated, determination, informal support, formal support, Financial strain, lack of support, negative early experience, illness, conducive learning environment
Learners' self-efficacy	Challenge themselves, persevere, effort, high perception of capabilities, social comparison with peers, motivation, resilience,