



Comparison of Self-Efficacy beliefs of Urdu and English Teachers on the Basis of Job Designation

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Abstract: *The decision of the Punjab Government to change teaching methods from Urdu to English has disturbed the students. They displayed less faith in their capacities and encountered difficulties adapting to the new world and providing students with education effectively. The thesis aims to examine schoolteachers' self-efficacy and compare them based on career designation, i.e. PST, EST, SST or other. The sample of teachers who taught Urdu or English to Grade 1 to 10. The survey method used to collect data, and the multi-stage random sample method was stratified. Consequently, 452 taught English and 412 Urdu selected randomly from primary, elementary and secondary schools. The study concluded that Urdu teachers had a higher degree of automatic effectiveness than English teachers did on the total TSES scores and three instrument subscales.*

Key Words: Self-Efficacy, Beliefs, Mod of Teaching

Introduction

Discussion of the education mode is joint in societies where several languages used among community members. In general, the public supports the mother tongue as a mode of education, while globalization demands a common language such as English for better coordination between nations. Besides, English is a commonly used language in scientific and technological matters, international business and correspondence (Nunan, 2003). In multifaceted countries such as Pakistan, where Urdu is a national language, the Department of Education declared 588 schools as English medium in Phase I and 1764, in phase II, in the Punjab government's Education Sector reforms. From 1 April 2009, the stakeholders decided that in Punjab's selected public high school from Grade-VI, English as a medium of instruction used for science subjects and mathematics (Directorate for staff Development 2010).

In elementary schools, English as a medium of instructions also started in kindergarten classes.

The findings show that students have no apprehensions about speaking English in front of their classmates and that practice can significantly reduce participants' anxiety during task-based training (Ali, Shehzad and Riaz, 2015). Social studies also began to teach through English medium, with English teaching facilities in schools. These schools should gradually be shifted from Urdu to English by ensuring that Urdu, Islamic Studies, Arabic and other optional subjects taught in a national language. Authorities also decided that all highly populated public sector schools such as Lahore, Sialkot, Faisalabad, Sargodha and Multan will use English as an instructional medium. Moreover, the Punjab Department of School Education has planned to move all government institutions in Punjab from the Urdu medium to the English medium by the following year (Directorate of Staff Development 2010)

Urdu's instant shift to English has several challenges such as teacher ability, motivation,

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incentives, knowledge of subjects and school environments themselves, and student behavior toward English as a learning medium. Moreover, the quality of education depends on the teacher's knowledge and skills concerning the foreign language. In contrast, teachers are both academically and socially demonstrative as language practitioners for the students. [Franklin \(2000\)](#) argued that foreign language usually creates problems as a medium of instruction. On the other hand, if the teacher's speech is the same as the subject's language, the teacher will instruct the students quickly, conveniently, and efficiently. According to the findings, it is essential for school advisors to introduce SRL principles to student teachers and to help them implement SRL strategies in the classroom. The research also highlights the importance of SRL planning in university curricula in order to foster self-regulated instruction and teaching methods ([Gan, Liu, & Yang, 2020](#)).

These challenges become more complex for public school teachers who have students from various backgrounds such as socio-demography and considerable English skills in multiple subjects ([Ovando & Collier 2005](#)). This condition requires teachers to act in contrast to their professional vocabulary and to excel in teaching. Such demanding tasks create uncomfortable situations for teachers, which contribute to destructive personality, mental stress, and teachers' ability to stop and hamper academic performance. Anxiety and other variables also addressed the improvement in teacher results—the Ohio State University reports (2002). Many teachers who are pathetic in English will be more affected than teachers who have control over this language, so poor teachers' productivity can be affected. Past learning experiences still appear to be markers of information efficiency and could be more studied in future studies [Thompson, & Dooley, 2019](#). A great sense of effectiveness is one of the most known qualities of good teachers ([Henson, Kogan, & Vacha- Haase, 2001](#)).

The autonomous beliefs of educators allow inspiration, passion, successes and curiosity ([Bandura 2007](#)). People with a robust motivating capacity show expected success results and can endure challenges, while poor motivation causes difficulty and expectation. [Berman et al. \(2007\)](#) concluded that teachers' self-efficiency values play a complex role in assessing the projects' success.

The goal of the current research is to assess whether or not changes in the teaching mode effectively resolve these anxieties. The researcher envisaged comparing the confidence in self-efficiency between Classes 1-10 teachers employing a teaching tool and examining whether the English teachers felt more competent than the Urdu teacher.

Review of Related Literature

Self-efficacy defined by Bandura (2007) as confidence in one's ability to initiate and complete the actions required for achieving and managing potential conditions. It means that people decide how to act to achieve their goals based on their beliefs, and they are aware of their abilities and knowledge concerning specific tasks ([Pajares, 2002](#)). Furthermore, self-efficacy is critical in many ways; it assists people in making decisions in their lives. It gives you the courage and motivation to solve problems and keep going even when life throws you a curveball (Bandura, 2004). The study showed that the importance of expectation, instrumental motivation and curiosity in international cultures and self-efficacy, supereminence and passive motivation of Urdu EFL learners in Pakistan were all key motivators ([Ali, Iqbal, Yasmeen, Ahmad & Rafique, 2015](#)).

Self-efficacy is a solid foundation for social cognitive theory because people's self-efficacy affects change and variation in their actions and plays a critical role in their decisions (Bandura 2007, [Maddux 2005](#)). These beliefs determine whether an individual is a hoper or a worrier and whether people's behaviour is self-supporting or self-declining. Numerous studies have discovered a link between self-efficacy beliefs and humanity's development ([Holden et al., 2000](#); [Multon et al., 2005](#); [Stajkovic and Luthans, 2008](#)).

Efficacy beliefs provide automatic motivation for achieving goals, overcoming challenges, and anticipating outcomes. The self-efficacy beliefs foster the ability to act and react with courage, determination, and bravery in the face of fear and despair. It occurs because these factors enable positive human capabilities, well-being, and ethics, even in the absence of prior experience ([Bandura, 2001](#)). On the other hand, self-efficacy develops the concepts with various magnitudes, powers, and varying stages. These efficacy beliefs are not fixed characteristics; they change over

time and place based on an individual's discoveries, actions, and accomplishments in a particular area. The link between an individual's previous knowledge, the logic of self-efficacy and upcoming performances established by analyzing individual performances rather than through its actual performance.

Many studies have attempted to classify attitudes and a variety of other variables that affect language-learning beliefs. [Kalaja \(2005\)](#) described learner convictions as erratic, describing how they fluctuate from one person to the next and from one environment to the next. Its foundation derived from the learners' perceptions of their previous experience, which plays an essential role in language learning. For example, if one believes that anyone can easily understand any language, he would have a better attitude toward learning the language than others. [Horwitz \(2007\)](#) discovered that local conditions play a role in language learners' learning beliefs. According to [Wenden \(2000\)](#), learners' values are information that is either consciously learned by teachers, friends, or peers or insensibly acquired by perceiving or teasing. Scholars also consider the outcome of language acquisition achievement.

Students' desire to learn in the classroom depends on their values ([Horwitz, 2000](#)), so scholars have propagated the dire need to deal with students' beliefs (Rubin2007). According to [Benson and Lor \(2000\)](#), metacognition described as the study of small concepts in a learner's second language to measure the student's beliefs' impact, development, and working attitude.

The ideas of the teacher also influence the beliefs of the students. [Kern \(2005\)](#) compared learners with teachers' beliefs and discovered that the teacher's beliefs affected the learner's beliefs to some extent and that the learner's ideas evolved. [Peacock \(2008\)](#) maintained that modern practices had little effect on the learner's beliefs. He compared 158 English as a Foreign Language (EFL) student and 30 EFL teachers in a Hong Kong university via face-to-face meetings and direct communications.

Several scholars agree with [Kalaja \(2005\)](#) when he says that beliefs are unchanging and usually correct. These, on the other hand, are regarded as unstable because they change with time. However, according to [Mori \(2000\)](#), it is

essential to note that values do not change quickly and can take a long time to change. Robust teaching techniques, on the other hand, will help to change them. [Horwitz \(2000\)](#) suggested that misunderstandings of students' views avoided because they can impair their willingness to learn a second language. He also acknowledged the importance of teachers taking into account the learners' willpower. It provides learners with ongoing assistance in the course of mastering a foreign language. Educators must understand that the learner's beliefs influence the instructional methodology, which in essence influences the learner's thoughts ([Peacock 2008](#), [Mori 2000](#), [Benson and Lor 2000](#)). The literature mentioned above serves as a foundation for scholars to understand the learner's convictions' significance. Whether they be changeable, persistent, or influenced by the learner's local environmental factors, these values play an essential role in the learning process.

It's people who think personally about the particular things that help them make decisions. LaRose & [Eastin \(2000\)](#) viewed it as an evaluation of oneself, performs one's activities, tries to do something, and achieve wishes. Moreover, how a learner sees his ability to accomplish the work, educational goals, and self-efficiency was thinking about performing the task. ([Bandura, 2004](#)). 2004. According to the studies ([Multon et al., 2005](#), [Bandura & Pajares, 2007](#), [Stajkovic & Luthanus, 2008](#)), the learner's decision affects his enthusiasm. Introvert inspiration and achievement stimulated by the selection of learning techniques are affected. Individuals try to stop the activities they thought out of control and try to act those they believe are easily manageable ([Yang, 2000](#)).

Studies have shown that students with a high degree of self-efficiency often use different techniques. [Pajares and Schunk \(2001\)](#) have indicated that learners with a greater self-efficacy have a strong determination, more excellent perception, and more metacognitive approach. Several studies have confirmed the strong effects of self-efficacy and educational achievements. It will be essential that autonomy is not a conclusion of a claiming self-happening event. It grows gradually, and it is paid for by various features, such as culture, family, education, and society. The results of [Chen \(2020\)](#) study suggest that self-efficacy influences environmental and behavioral

choices; students with an insufficient level of self-efficacy use a range of cognitive and learning interventions and achieve excellent self-management and control; and students with solid English achievement have a high self-efficiency ranking, which indicates that self-efficacy and English performance are beneficial. The findings of the research provide a theoretical basis for improving English content based on self-efficacy.

Various researches find the relationship between beliefs and techniques of self-effectiveness. Wong and Chiu (2010) studied self-efficacy and pre-service educators' strategies between ESL (English Speak and Listening). The findings of the study revealed a strong correlation between the higher convictions and techniques used by teachers. Similar results have been informed by [Magogwe and Oliver's analysis \(2007\)](#), while [Yang \(2000\)](#) established an intimate relationship between self-efficacy and the use of various techniques, particularly efficient, practical techniques exercised by 505 university students EFL Taiwan. [Abedini et al. \(2011\)](#), researchers in the integration of 203 Iranian undergraduates, among beliefs, exerted systems and dialect skills, using the Strategy Inventory for Language Learning (SILL) and the BALLI (Beliefs over Language Learning Inventory). Zare-ee (2011) examined culture as an explicit reflection in inciting beliefs and techniques. Learners' self-efficacy beliefs were related, besides metacognitive technology, to all types of procedures.

The variables that influence people are divided into two categories: demographic and relational. In the straightforward interpretation, teachers' self-efficacy based on an explicit condition ([Dellinger et al., 2008](#); Kass and [Friedman, 2002](#)). Several factors such as the administration and the school climate, monitoring and assistance for associates, students' physiognomy, the body atmosphere, the school level, etc. (Hoy and Tschannen-Moran, 2007). These contextual factors can affect the self-efficacy of the instructor. Demographic considerations included age, ethnicity, designation, degree, duration of service, married status, etc.

Several studies have been carried out on the association of teacher self-efficacy with teacher actions and learning outcomes ([Henson, 2001](#); [Khurshid, Qasmi, & Ashraf, 2012](#); [Conger &](#)

[Kanungo, 2000](#); [Klassen & Chiu, 2010](#); [Lee, Dedrick, & Smith, 2004](#); [Smylie, 2000](#); [Pajares, 2004](#); [Wolters & Daugherty, 2007](#)).

The results of teacher self-efficacy and their connections to the location, gender, school level, designation, and length of service, as traced by the evaluation works, further, it carried out to explore teacher self-efficiency during the teacher's changeover period and teacher mode.

Objectives of the Study

The objectives of the study were to;

1. Compare Urdu and English teacher's self-efficacy based on school level that is, primary, elementary and secondary.
2. Compare Urdu and English teachers' self - efficacy beliefs based on their job designation, that is, PST, EST, SST, or other.

Methodology

The current research has a descriptive mode, and this research conducted using a quantitative method. A quantitative methodology is helpful if the researchers want to extend the analysis findings to the subject population ([Pallant, J. \(2011\)](#)). Descriptive investigations into the occurrence, style, or dispersion of variants; this does not affect variants but contains a description ([Tschannen-Moran, 2007](#))

The present research has aimed to quantify Urdu and English teachers' self-efficacy while using the Teacher's Sense of Efficacy Scale (TSES) to collect data. The above-mentioned research tool is adapted and incorporated major changes related to cultural differences and also trim the questionnaire items according to the level of secondary school teachers. So, the questionnaire was finalized with 30 items on the basis of three sub-scales in the questionnaire. The research target population was both Urdu and English teachers from Class I-X of all public sector schools irrespective of their designation of primary, primary and secondary schools under the jurisdiction of the province of Punjab. Just two teachers from the three administrative divisions of Punjab taught Urdu or English from class I-X in nine randomly selected districts constituted the sample's open population.

[Holden et al. \(2001\)](#) indicate that the sample in a study is the category from which the

information collected, while Hoy (2007) reports that the selection of subjects for an investigation is a process which means that the issues reflect all the characteristics of the population from which they selected. The sample was taken from the open population using multi-stage stratified random sampling techniques. The sampling protocol for this analysis consisted of the following steps.

- Only three branches have been chosen randomly (Lahore, Gujranwala, Faisalabad)
- Three districts selected from each division.

- Lahore, Kasur, Sheikhpura, Gujranwala, Sialkot, Gujrat, Faisalabad, Chiniot, and Jhang were selected.
- All schools in each district's government sector are categorized into elementary, middle, and secondary schools.
- One of these strata has been further subdivided into two sub-strata, central urban and rural schools.
- Then these sub-strata were further divided into schools of boys and girls.
- Two English teachers and two Urdu teachers were selected randomly selected from both boy and girl schools from these schools.

Table 1. Shows the Randomly Selected three Districts from Nine Administrative Divisions of Punjab

S. No	Division	District
1	Lahore	Lahore, Kasoor and Sheikhpura
2	Gujranwala	Gujranwala. Sialkot and Gujarat
3	Faisalabad	Faisalabad, Chiniot and jhang

Researchers have also chosen two Urdu teachers and two English teachers from schools for both boys and girls. All educators of the 216 schools nominated were selected to teach English or Urdu to secondary classes.

The sense of Self-efficacy (TSES) was developed by [Tschannen-Moran & Woolfolk \(2001\)](#) to quantify self-efficacy among the target population.

- Data of the study was gathered through individual school visits and support from friends and colleagues. Preliminary arrangements for teachers' meetings were made by telephone to ensure teachers' availability to complete the questionnaire during their free time. Telephone calls were often made as a prompt that questionnaires were to be completed later. Data from 864 teachers were gathered in this way.

- Version 21 of the Social Sciences Statistics Program (SPSS) was used for data collection and interpretation. To analyze the data, the following protocols were used.
- T-testing was applied to calculate the mean value of the Urdu and English school teachers' self-efficacy scores.
- Multi-variance analysis (MANOVA) was used to evaluate a changing mean value in the three sub-scales of the Sense of Efficiency Scale of Teachers (TSES).
- Two ways of analyzing variance (ANOVA) were applied to measure differences among Urdu and English high-school teachers in their average self-efficacy levels based on gender, level, school level, the appointment of teachers, and tenure of service.

Descriptive Statistics

Table 2. Descriptive Statistics of Urdu and English Teacher on Designation Basis

		Mean	Mean Difference UT-ET	SD
Primary	English Teacher	122.39	17.44	26.19
	Urdu Teacher	139.83		28.84
Elementary	English Teacher	130.14	14.86	28.74
	Urdu Teacher	145.00		28.88
Secondary	English Teacher	168.43	-7.71	23.18
	Urdu Teacher	160.70		25.36

The table above shows that English primary school teachers have (M = 122.39; SD = 26.19) and Urdu primary school teachers (M = 130.14; SD = 28.84) while the mean difference between English teachers and Urdu teachers is (17.44). On the other hand, Elementary school English teachers (M = 130.14; SD = 28.74) and Urdu schoolteachers (M = 145; SD = 28.74) while the mean score difference is (14.86). Secondary school English teachers (M = 168.43; SD = 23.18) and the Urdu teachers (M = 160.70; SD = 25.36). Therefore, it concluded a greater difference between the primary school English and Urdu teachers based on their designation.

Table 3. ANOVA table for Medium of Instruction and Designation for Self-Efficacy Beliefs of Teachers

Sources	Sum of Square	df	Mean Square	F	Significance
Designation	63719.220	2	31859.610	40.784	.000*
Medium of Instruction	6836.356	1	6836.356	8.751	.003*
Designation * Medium of Instruction	7804.337	2	3902.169	4.995	.007*
Error	1370953.035	1755	781.170		

*p<0.05

Based on their instruction and career designation medium, schoolteachers' self-efficacy was measured using a two-way ANOVA. The two-way ANOVA test findings revealed significant results for task assignment, $F(2,1755) = 40.78, p.05$, indicating that SSTs had a higher degree of self-efficacy (table.4.13). Similarly, the medium of instruction results was significantly different, $F(1,1755) = 8.75, p.05$, indicating that Urdu teachers

had higher self-efficacy. Since the relationship between instructor classification and medium of instruction was meaningful, $F(2, 1755) = 4.99, p.05$, a post hoc study using Tukey's HSD was performed. The post hoc study results were linked to descriptive analysis, revealing that teachers who used Urdu as their primary language of instruction had a higher overall degree of self-efficacy, regardless of their job title.

Table 4. Tukey HSD Comparison for Teachers' Self Efficacy

(I) Designation of respondent	(J) Designation of Respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PST	EST	-6.06*	1.363	.000*	-9.26	-2.87
	SST	-32.93*	3.944	.000*	-42.18	-23.68
EST	PST	6.06*	1.363	.000*	2.87	9.26
	SST	-26.87*	3.973	.000*	-36.18	-17.55
SST	PST	32.93*	3.944	.000*	23.68	42.18
	EST	26.87*	3.973	.000*	17.55	36.18

* p < 0.05

The lower bound for elementary school teachers is -9.26, while the upper bound is -2.87, and the lower bound for secondary school teachers is -42.18, while the upper bound is -23.68, as seen in the table above. While the lower bound of the 95 percent confidence interval for a secondary school teacher of a respondent at a high school is -23.68, the upper bound is 42.18.

The lower bound for an elementary school teacher is 17.55, while the upper bound is 36.18.

Findings

1. Based on the results of the data analysis using the analytical tests mentioned above, the main results of this study were;

2. 1. Variance research indicated expressive effects in school, $F(2,1755) = 8.72, p < .05$. This means that teachers at primary school have a more excellent self-efficacy value. The main effects of the teaching medium were also significant, as $F(1,1755) = 178.83, p < .05$, the Urdu teachers ensured greater efficiency (table 4.10). Interface between the school level and the teaching medium has been significantly observed, $F(2,1755) = 21.82, p < .05$, until further exploration has been conducted. The pooled results of the descriptive analysis indicated that teachers in primary schools and with Urdu teachers had a high degree of self-efficacy compared with primary or secondary school teachers, regardless of their teaching medium. They ensured greater self-efficacy compared to primary school teachers—English teachers.
3. 2. Investigations into differences in variables showed the expressive influence of appointments, $F(2,1755) = 40.78, p < .05$, which refers to a high degree of autonomous SSTs. The main effects of teaching media were also significant ($1,1755) = 8.75, p < .05$, which showed that Urdu teachers have a greater degree of self-efficiency. The interface between the teacher's title and meaningful medium of teaching was observed, $F(2,1755) = 4.99, p < .05$. After Post-Hoc assessments with Tukey's HSD related to informative analyses, Urdu teachers' overall self-effectiveness has been shown regardless of their work designation. There was a gap between the SSTs. The SSTs who taught English ($M=168.43$) demonstrated a high degree of auto efficiency compared with the Urdu teachers ($M=160.72$).

Conclusions and Discussion

The study concluded the results after their careful assessment and discussed as under; The school level showed beneficial impacts on the teachers' self-efficacy. Teachers at primary school had a high degree of self-efficiency compared with primary or secondary school teachers. Also, Urdu teachers have a more efficient benefit for themselves; thus, Urdu teachers have a greater sense of contentment and ease in teaching than their colleagues, e.g., English teachers.

The classification of an instructor as the chief predictor of the self-effectiveness of the teacher observed. Compared to PSTs and ESTs, SSTs maintained greater importance on the self-

efficacy scale. Similarly, Urdu teachers showed the highest level of autonomy regardless of their work description. In contrast, the English SSTs showed high self-efficacy in comparison to Urdu SSTs. These results were contrary to the primary teachers. As per Dawson and Trapp (2004), the mean is subtle to thrilling in small samples. However, it seems complicated to determine the fundamental phenomenon of slow dispersion (Swinscow & Campbell, 2003).

The latest study is a contrast between Urdu and English values of self-efficacy. The current research's fundamental aim was to quantify teachers' efficiency and evaluate whether English teachers were fluent and comfortable in teaching English as a teaching model to produce the required results. In contrast with English teachers, Urdu teachers have shown a more excellent self-efficacy value, which suggests that Urdu teachers view themselves more competently than English teachers in their teaching and achieve the desired outcomes. The mother tongue research encourages students to be enthusiastic and complete their studies at the highest level and improve the standard of education. However, in their Hong Kong analysis, Tung, Lam, and Tsang (2007) showed different results. The teachers were divided in their perceptions due to their views on the way they taught. Some teachers considered teaching in native languages more suitable and chose the local language as a study mode, particularly in early-stage education. In contrast, others recommended that they be more effective by using both languages as teaching mediums.

The likely cause of this dispute may be the disparities between cultures. Pakistani society is a bilingual society, where local languages are used frequently and a national language in tandem with Urdu. English and Arabic are both the world language and the religious language, while the study of (Iqbal, Hassan, and Ali, 2015) shows that English teachers' standard is adequate. In this case, teachers used the local language frequently in their circles. Therefore, it seems logical that Urdu teachers considered themselves more capable and successful in teaching than teachers of English.

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