Review Article

Mediating Role of Perceived Organizational Support in Relationship Between Teacher Self-Efficacy and Teacher Effectiveness

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ABSTRACT

The main aim of the study is to examines the relationship between teacher effectiveness and perceived organizational support in mediating by self-efficacy. Teacher effectiveness is the ability to produce gains on student achievement scores, taking account of a baseline measure of students' performance. Perceived Organizational Support (POS) refers to employees' perception concerning the extent to which the organization values their contribution and is concerned about their wellbeing. Teacher self-efficacy is meant by teachers' belief in their own ability to organize and execute courses of action essential to successfully achieving the specific teaching tasks in specific situations. The study is conceptual in nature and the research considers the drivers which motivate the teachers. The population of the study comprised secondary school teachers in Bauchi metropolitan. The proposed method of the study is quantitative which will be use questionnaire. The sample will be composed of males and females' teachers. The study will adopt the descriptive survey design and all the information will collected through a questionnaire which largely had close-ended questions and one open-ended question.

Keywords: Perceived Organizational, Support, Teacher, Self-Efficacy and Effectiveness

INTRODUCTION

Teachers are the interpreters of all and any educational plan and philosophy (FGN, 2004; Nakpodia, 2011). Teachers are best known for their constructive effort towards interpreting government policies on education and put the features of the policies into practical measures for assessment (Nakpodia, 2011). A skillful teachers requires training, acquiring this in Nigeria begins with the study of theories and principle's which form the foundation for academic and educational pursuits of teacher trainees (Inuwa & Yusof 2012). The recent poor instructional competence and effectiveness of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Nigeria (Emenike Iroegbu & Etudor-Eyo, 2016). Every nation strives towards

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the provision of quality education for its citizens, because of the realization that education is necessary to engineer and consolidate any nation's developmental process. However, achieving quality education would be a mirage if teacher education is not in good shape.

TEACHER EFFECTIVENESS

Teachers are known for their constructive effort towards interpreting government policies on education and putting the features of the policies into practical measures for assessment (Odebode, 2018). Teaching can be defined as the axon moving education impulse to deliver growth, development and knowledge (Akinduyo, 2014). Teachers who are confident about their capacity to teach and who believe that efficacious teaching influences students' learning show more persistence, focus more on the academic aspects of their activity, spend more class time in academic activities, use more complex instructional methods, provide more help and orientation for the students, and praise their academic achievements more than teachers with low expectations about their capacity to influence their students' learning (Rodríguez et al., 2015).

Effective teachers are also expected to organise and manage the classroom environment as an efficient learning environment and thereby to maximise engagement rate (Muijs et al., 2014). The evaluation of teacher effectiveness by current students, then, may be appropriate for various evaluation purposes (Faulkner, 2017). The teaching quality is known to be critical for students' education and life prospects in developed countries. However, little is known about how teacher quality affects student learning in Africa (Buhl-wiggers, et al (2017).

Sahito & Vaisanen, (2017) explore the dimensions of quality education in teacher education departments at higher institutions of Sindh province of Pakistan. The qualitative research approach was employed for data collection and then analyzed through thematic-narrative analysis technique. The findings of this article would be found reliable resource and an addition into the existing literature of quality education to understand the phenomenon in existing organizational setting of teacher education departments and institutions in Sindh, Pakistan. The radical reforms for educational and economic development can be brought through better understanding of the phenomenon of the quality education, which support the teacher educators, students and the heads to maintain peace and prosperity for humanity in their respective societies through quality teaching-learning process.

Kola, et al. (2015) examined the historical development of teacher education in Nigeria, the purpose of teacher education, the present position of teacher education in Nigeria, the roles and attributes of a good teacher and the need for professionalization of the teaching profession. The main thrust of this review is the perceived central position of professional focus to the effectiveness of any category of teacher in Nigeria. Professional development, interpersonal relationship and punctuality were essential components of professional focus that determines teachers' effectiveness. Recommendations suggested were based upon these components of professional focus.

Popoola,et al. (2010) examined the relationship between teaching effectiveness and attitude to reading among secondary school teachers in Osun State, Nigeria. The results of the study indicated that there is a significant relationship between the time devoted to reading by teachers and their teaching effectiveness on the one hand and between attitude of teachers to reading and their teaching effectiveness on the other hand. The results also showed that majority of teachers devoted less than one hour weekly to reading materials outside their discipline and that a quarter of the teachers did not have any consistent plan to engage in reading outside their official working hours the study recommended that there a need for a virile post qualification literacy programme for Nigerian teachers with a view to improving their teaching effectiveness.

Garrett & Steinberg, (2014) investigated the teacher effectiveness using scores from the framework for teaching (FFT) instrument, one of the most widely used classroom observation protocols. Despite policy efforts to encourage multiple measures of performance in newly developing teacher evaluation systems, practical constraints often result in evaluations based predominantly on formal classroom observations. Yet there is limited knowledge of how these observational measures relate to student achievement. This article leverages the random assignment of teachers to classrooms from the measures of effective teaching. While our evidence suggests that teacher performance, as measured by the FFT, is cor- related with student achievement, noncompliance with randomization and the modest year-to-year correlation of a teacher's FFT scores constrain our ability to causally identify effective teachers. Implications for policy and practice are discussed. .

Odebode, (2018) examined the age, level of education and length of years in service. This study focused on the influence of psychosocial factors on job effectiveness of female teachers in Kwara State, Nigeria. The results revealed that is there is no significant difference

in the hypotheses tested based on age but, significant differences were found based on level of education, and length of years in service. The study suggested that female teachers should adopt rational management strategies to handle psychosocial factors to improve their job effectiveness.

PERCEIVED ORGANIZATIONAL SUPPORT

Perceived Organizational Support (POS) refers to employees' perception concerning the extent to which the organization values their contribution and cares about their well-being. POS has been found to have important consequences employee performance and well-being (Francis, Advisor, & Schaffer, 2014)..Eisenberger et al. (1986), Observed that, perceived organization support is the degree to which employees believe that, their organization values their contributions and cares about their wellbeing and fulfills socio emotional needs. Organizational commitment has strong influence on employee's commitment to their organization and organization support leads to the extra-role performance (Kumar, 2014). Since then, scholars have been paying particular attention to the analysis on the formation of organizational support (Jebeli & Etebarian, 2015).

Tuzun et al. (2011) considered that there is higher turnover intention when there is higher perceived supervisor support but low perceived organizational support. Perceived organizational support has the relationship between supportive teacher effectiveness through mediator of perceived organizational support (Dinç, 2015). POS is the commitment of the organization to its employee (Oussama & Johari, 2016).

TEACHER SELF-EFFICACY

Teacher self-efficacy has been conceptualized and measured differently by different researcher (Skaalvik & Skaalvik, 2007). A common conceptualization of teacher self-efficacy is that it refers to teachers' beliefs in their ability to influence valued students' outcomes (e.g., Soodak & Podell, 1996; Wheatley, 2005). Teacher efficacy is defined as ''the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Vaezi & Fallah, 2011). Bandura (1986 , p. 391) defi ned self-effi cacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Skaalvik & Skaalvik, 2014).

Cherniss (1993) claims that understanding teacher self efficacy can have contributions to teachers in terms of understanding (Savas, 2014).

Efficacy beliefs have long been associated with the work of psychologist Albert Bandura (1977), who defined efficacy as intellectual activity leading to an individual's development of beliefs about his or her ability to achieve a certain degree of accomplishment (Giles & Kent, 2016).

Bandura advocated that people develop specific beliefs concerning their coping ability to change what he called "self-efficacy" and defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). An individual's high level of self-efficacy may lead to accomplishing tasks that exceed his or her capabilities, while low self-efficacy might result in the underestimation of one's abilities, thus, leading to underachievement (Giles & Kent, 2016)

Giles & Kent, (2016) examined the preservice teachers' self-efficacy beliefs related to integrating technology into instruction. Elementary preservice teachers (n=28) from a single university completed a Likert-type survey using a forced choice scale with six points. The results showed that there is a significant relationship between teachers' self-efficacy beliefs and integrating technology. Emin Türkoğlu, et al. (2017) investigated the relationship between teachers' self-efficacy beliefs and their job satisfaction. The results of research showed a significant positive relationship between teacher self-efficacy and job satisfaction, and teacher self-efficacy was found to be a significant predictor of job satisfaction.

Black, (2015) examined the complex cognitive and affective challenges of teacher candidates in their development toward self-efficacy in their teaching. The study recommended that teacher preparation program educators can support teacher candidates' self-efficacy by understanding the developmental stages of teachers, supporting critical reflection, and using motivational and descriptive feedback to improve practical skills.

CONCLUSION

It is concluded that the teachers need to learn and master in self-management and personal leadership skills. The teachers need to be empowered to take the decision in favor of students and institutions. The management should also identify the weakness between the student and teacher relationship for effective learning. Teachers role in improving teaching and learning in schools' performance encompasses the behavior of teachers in the process of

teaching; and it is known to be related to effectiveness of teaching and learning. Perceived Organizational Support (POS) to teachers will contribute immensely towards perception concerning the extent to which the organization values. However, it is said that good development of students depends on the effectiveness of teachers. Develop greater intrinsic interest and focus in their activities. Teachers with self-efficacy will set challenging goals and demonstrate a stronger sense of commitment to them. Quickly recover their self-efficacy following setbacks and disappointments

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