

The mediating role of work engagement in the relationship between teaching practices and teacher efficacy

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Abstract

Despite extensive literature on teacher daily routine activities and its association with teacher efficacy, few studies have examined the association between teacher practices and teacher efficacy. To address this gap, the existing study intends to examine how teacher practices affect teacher efficacy by investigating work engagement as a mediator. This research study collected data from 27 private universities in Pakistan to validate the current theoretical model. SPSS and Hays tools were used to find the result. Findings show that teacher practices are positively associated with teacher efficacy in Pakistani universities. Further results show that work engagement significantly mediates the relationship between teacher practice and teacher efficacy. We discussed the limitations and future research directions.

Key Words: Teacher practices, work engagement, university and teacher efficacy

Introduction

Over the period of time, teacher efficacy is gaining the attraction of researchers so rapidly. Because it is the fundamental state of success of the education of any country. In recent years a range of researchers explored

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a variety of factors which effects the teacher efficacy see (J. Chen, 2018; Hammack & Ivey, 2017; U. Ekstam et al., 2017). Teaching practice is the key factor to improve the teacher efficacy (Minghui et al.2018). Teaching practices is play a key role in early education development of the teachers (Arends 2009; Brekelmans 2008). From 1960s to 1980s noticeable and popular instructing behaviors were based on the preparing and sign of right abilities. To ended up most successful educator and improve the understudy execution its required to utilize a few development level of specialized ability within the course room of specialized ability with inside the lesson room (S. Caires et al., 2012).

Teacher success and work of team is positively and significant associated with each other (Hoigaard et al., 2012). Due to core indicator the concept of work engagement use to predict the quality of teachers' work related and organizational results in instructing execution, organizational commitment, issue fathoming and work fulfillment (Hakanen et al., 2006; Field and Buitendach, 2012). To makes strides the pre-service teacher's educational capacity, it may be a greatest obligation of educator instruction to advance self-observing hone as a basic and dynamic propensity (Rodman, 2010). Since 1970's part of instructor adequacy related with critical factor like student's inspiration and accomplishment, teacher's appropriation of advancements, classroom administration methodologies and time length in educating for certain subjects has been an intrigued for analysts and professionals (Bandura, 1977). (Minghui et al.2018) suggested to investigated the work engagement as a mediator in the connection between teaching practice and teacher efficacy. Subsequently, this existing study try to investigated the mediating role of work engagement within the relationship between teaching practice and teacher efficacy in the private sector universities of the Rawalpindi and Islamabad.

Literature Review

Teacher efficacy

Teaching efficacy has two main factors one is teachers' substance information and moment in academic substance information Taking high numbers of High school (Mulholland, Dorman, & Odgers, 2004) and college science courses has higher Science teaching efficacy for those teachers (Cantrell, Young, & Moore, 2003). According to Yilmaz- Tuzun (2008), for

teacher's appropriate pedagogical choices in teaching science is having more course work to increase science content knowledge. When pedagogical knowledge enhanced then it increase student success in the classroom, so teacher efficacy will also increase. Researchers found in instructing strategy that recognitions of adequacy for diverse understudies or in several circumstances may vary for illustration educating understudies in a common instruction setting varies educating in an uncommon instruction setting (McCarty, 2013). For providing adequate educational involvement in Special education, schoolteachers are directly responsible for students who have any disorders and other behavioral problems (Skuller, 2011). While, for conscientious teachers, using effective instructional approaches, such as closeness, innovations, motivation and tendency to find out curiosity towards arrange and self-discipline may increment a tall level of arrangement for instructive exercises and enhancing teacher's efficaciousness for engaging students (Poulou, 2007). It is therefore important to investigate the teacher efficacy in private sector universities.

Work engagement

Work engagement is a positive state of mind in dedication, absorption and vigor (Schaufeli et al. 2002). There is a positive relationship between employees' work engagement and results such as demeanor, eagerly, and execution (Salanova et al. 2005). One of most important positive outcome related to work engagement is Job satisfaction (Mache et al. 2014; Simbula and Guglielmi 2013). Disengagement Effects on work, observed in teacher samples. According to Cano-Garcia et al. (2005) that pleasant instructors were less likely to depersonalize connections. These impacts may be ascribing of pleasing people, which may increment more noteworthy care and commitment to colleagues and understudies. For openness, Disengagement shows detachment from colleagues and students which low the level of work engagement in teachers (Kokkinos et al., 2007). Previous research shows that personality profiles high due to lower neuroticism and higher agreeableness, agreeableness, conscientiousness, and openness to experience. So, it is observed that vigorous teachers unless facing many difficulties always willing to invest persistent effort due to high levels of energy and mental resilience in their workplace (Schaufeli et al., 2006). This dedication may be cognitive or

affective state of mind which involved in one's work such as sense of meaningfulness, enthusiasm, inspiration, pride, and challenge (Schaufeli et al., 2002). Absorption, the final dimension of work engagement is strong attachment of teachers through which they fully, deeply, and happily associate to their work (Schaufeli et al., 2002, 2006).

Teaching practices

In past three decades research, there were a serious concern, investments and question on the initial teacher practice and paradigms. In addition they also concerning with structure, significance of instructing hone and objectives of the beginning instruction, which connect to educating calling structure (Lortie 1975; Kagan 1992). Within the 1980's alter in investigate situation, primary center of instructing prepare was what the way of instructors think almost and what they do. Setup of potential of proficient improvement investigates progress science instruction and the significance of teachers' certainty in their abilities in classroom instruction additionally move forward the self-efficacy of the instructors in rudimentary schools (Brand & Moore, 2011; Mintzes et al., 2013; Posnanski, 2002; Roberts et al., 2001). Self-efficacy of instructors in science educating look at within the early rudimentary grades (Duran et al., 2009; Zhang et al., 2010). Due to persistently co-adopting of teaching-learning movements with each other, it fit itself with other frameworks (McQuitty, 2012). Teaching learning movement frameworks have many-layered famous in Figure1. Due to a complex systems this teaching-learning action may be distinctive from classroom standards to locale settings, to community settings and national approaches and impact in such a way that what is taught learned e.g., area educational program, course readings, subject-matter research), why it is taught-learned (e.g., curricular points, Common Center State Measures CCSS, standardized tests), and how it is taught-learned through social\communicative interaction within the classroom. [Davis & Sumara, 2006], pedagogical research, and classroom management texts).

Objectives

The basic objective of the existing research study was to investigate the impact of teacher practices on their efficacy in Private

Sector University in the region of Islamabad and Rawalpindi. In addition, this research study intends to explore the mediating role of work engagement in the relationship between teacher practice and teacher efficacy. Therefore, we proposed the below hypothesis;

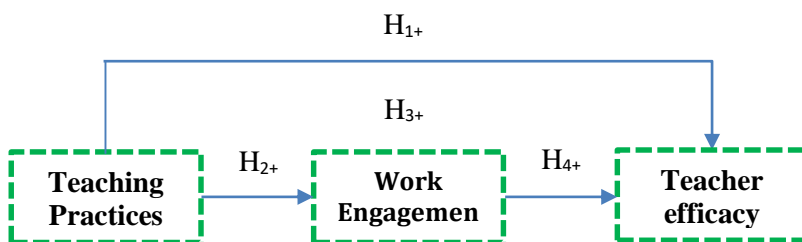
Hypothesis 1; Teaching practices is positively associated with teacher efficacy.

Hypothesis 2; Teaching practices is positively associated with work engagement.

Hypothesis 3; Work engagement is positively associated with teacher efficacy.

Hypothesis 4; Work engagement is positively mediate the association between teaching practices and teacher efficacy

Research model



Research Methodology

According to Vogt, (2007) research design is the procedure in which scholars define the methods of collecting evidences and answers the questions of how the research will be conducted. Existing study used the quantitative method of a research and it was a longitudinal study using the detective approach. Positivism philosophy was used in this research with strategy of survey questionnaire. Data were collected through personal visits from the teachers working in the private universities of the Islamabad and Rawalpindi region, Pakistan. Total 550 survey questionnaires were distributed. In which We received 525 valid survey questionnaires from the responded. This research used the structure equation modeling (SEMs) to find the mediating role of work engagement in the relationship between teacher practice and teacher efficacy.

Construct of teacher practice (Caires, & Almeida, 2007), which is containing 28-item emphasized on four dimensions of teaching practice, as follows: professional and institutional, learning & supervision, career aspects and emotional and physical impact. Work engagement construct was adopted from Schaufeli et al. (2002) containing 17 items. Finally, teacher efficacy construct was adopted from Tschannen-Moran and Hoy (2001) containing 24 items. SPSS were used to find the all statistical analyses. Mean, frequency, standard deviation and percentages are the statistical descriptions. Calculated and run the analysis of Pearson's correlation for the teacher practices, work engagement and teacher efficacy. Similarly, to determine the relationship between teacher practices, work engagement and teacher efficacy multiple regression was performed.

Data Analysis and findings

Descriptive Statistics

| | | Frequency |
|--------------------|--------------------|-----------|
| Gender | Male | 365 |
| | Female | 160 |
| Age | 1-20 years | NA |
| | 21-25 Year | 28 |
| | 26-30 year | 86 |
| | 31-35 years | 114 |
| | 36-40 Year | 125 |
| | 41-45 year | 76 |
| | 46-50 years | 57 |
| | above 50 | 39 |
| Education | BS | 98 |
| | MS | 301 |
| | PhD | 126 |
| Designation | Lecture | 112 |
| | Ass/Asso Professor | 350 |
| | Professor | 63 |

| | | |
|-------------------|----------------|-----|
| Experience | 1-5 years | 66 |
| | 6-10 Year | 86 |
| | 11-15 year | 156 |
| | 16-20 years | 142 |
| | 21-25 Year | 35 |
| | 26-30 year | 28 |
| | above 30 years | 12 |

Correlations and regression

Below table shows the descriptive and correlations statistic. Teacher practices were positively associated with teacher efficacy. ($r=.409$; $p<0.01$) & work engagement ($r=.713$; $p<0.01$) and work engagement also show the positive association with teacher efficacy ($r = 0.376$; $p < 0.01$).

| Variable | Mean | SD | 1 | 2 | 3 |
|-------------------|-------|------|---------|---------|---|
| Teacher Practices | 4.253 | .725 | 1 | | |
| Work engagement | 4.425 | .692 | 0.713** | 1 | |
| Teacher efficacy | 3.672 | .895 | .409** | 0.376** | 1 |

Note: N = 1120

** $p < 0.01$,

** $p < 0.05$ (two-tailed)

Below table show the unstandardized coefficients of the research model
To check hypothesized fundamental impact and mediating impact this research study run the Hayes approach with 95% confidence interval

| Effects | Hypothesis | Estimate | SE | 95% confidence intervals |
|------------------------|---|----------|-------|--------------------------|
| Direct Impact | Teacher practice → Teacher efficacy | 0.486** | 0.064 | [0.157, 0.421] |
| | Teacher practice → Work engagement | 0.743** | 0.081 | [0.647, 0.812] |
| | Work engagement → Teacher efficacy | 0.346** | 0.075 | [0.114, 0.456] |
| Indirect Impact | Teacher practice → Work engagement → Teacher efficacy | 0.206** | 0.055 | [0.101, 0.386] |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

In the above table teacher practice show positive association with teacher efficacy ($\beta = 0.486^{**}$, $SE = 0.064$, $p < 0.01$, 95% CI = [0.157, 0.421]). Thus, Hypothesis 1 was supported. Teacher practice also show positive association with work engagement ($\beta = 0.743^{**}$, $SE = 0.081$, $p < 0.01$, 95% CI = [0.647, 0.812]), supporting Hypothesis. Work engagement also shows positive association with teacher efficacy ($\beta = 0.346^{**}$, $SE = 0.075$, $p < 0.01$, 95% CI = [0.114, 0.456]), supporting Hypothesis 3. Work engagement positively mediates the relationship between ($\beta = 0.206^{**}$, $SE = 0.055$, $p < 0.01$, 95%CI = [0.101, 0.386]) supporting Hypothesis 4.

Discussion

The existing study examines the mediating role of work engagement in the relationship between teaching practices and teacher efficacy in private universities of the Islamabad and Rawalpindi region. Research is still prevailing to find the association between teacher practice, work engagement and teacher efficacy in private universities. Finally, the result of this study support (Ingvarson et al., 2005), who finds that teacher professional and learning practice are strongly associated with teacher efficacy. Similar, this study also finds the positive impact of teacher practices on teacher efficacy in private universities of the Pakistan. Because teacher practice creates the environment of exploration of self and other in the new scenario (S. Caires et al.2012) The result show that work engagement mediates the relationship between teacher practices and teacher efficacy positively. (Federici & Skaalvik,2011) highlighted that work engagement is readily increase in the field of academia. Because it creates the opportunity for individual strengthen and optimism.

Conclusion

This research helps to enhance understanding of teacher practices, work engagement and teacher efficacy in the private sector universities of the

Islamabad and Rawalpindi region. In conclusion, this research find that teacher practice shows positive relationship with employee engagement and teacher efficacy. Further result show that work engagement positively mediates the relationship teacher practices and teacher efficacy.

Limitation and future recommendation

Include all the private sector universities of the Islamabad and Rawalpindi region in the result, accuracy of finding was enhanced through validation of instruments and large sample size are the strengths of this research study.

Beside the strengths, the existing study has serve limitations which will create the opportunities for further rectification in the sense of future research. First, the design which was used in this research study as a cross-sectional which may create the chance of causality, to avoid this problem we recommend a longitudinal study on the impact of teacher practice, work engagement and teacher efficacy. Second this study used only one mediating variable such as work engagement, future research as recommended to use other mediating variables such knowledge sharing and goal clarity etc. Fourth limitation as context of the study, this study was conducted only in Pakistani context; in future it should be extend to other countries to generalize the finds.

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